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The Southwest Texas State Normal College

BULLETIN

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THE NORMAL SCHOOL BULLETIN

ISSUED FOUR TIMES A YEAR

Volume 7

July 1, 1918

Number 4

PUBLISHED BY

THE SOUTHWEST
TEXAS STATE NORMAL COLLEGE

CALENDAR FOR 1918

January

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CALENDAR FOR 1919

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1918-21

CALENDAR FOR 1918-1919

FALL TERM

Enrollment and Classification.....Tuesday, September 24, 1918
Entrance Examinations.....Monday, October 1, 1918
Fall Term Closes.....Wednesday, December 18, 1918
Holiday Vacation.....December 19, 1918 to January 1, 1919

WINTER TERM

Winter Term Begins.....Thursday, January 2, 1919
Winter Term Closes.....Wednesday, March 19, 1919

SPRING TERM

Spring Term Begins.....Thursday, March 20, 1919
Commencement Sermon.....Sunday June 1, 1919
Graduating Exercises.....Monday, June 2, 1919

BOARD OF NORMAL REGENTS

| | |
|-----------------------------------|-----------|
| HON. A. C. GOETH, President..... | Austin |
| HON. A. B. MARTIN..... | Plainview |
| HON. WALTER J. CRAWFORD..... | Beaumont |
| HON. R. J. ECKHARDT..... | Taylor |
| HON. J. S. KENDALL..... | Dallas |
| HON. M. O. FLOWERS..... | Lockhart |
| HON. H. A. TURNER, Secretary..... | Austin |

ADMINISTRATIVE OFFICERS

| | |
|----------------------------|--------------------------------|
| C. E. EVANS..... | President |
| MRS. LILLIE T. SHAVER..... | Dean of Women |
| L. F. GARRETT..... | Superintendent Training School |
| C. E. FERGUSON..... | Registrar |
| | Secretary |
| MISS GLADYS ALLISON..... | Librarian |
| MISS ETHEL COLLINS..... | Assistant Librarian |

FACULTY

C. E. EVANS.....PRESIDENT
B. A. Oxford College (Ala.), 1888; M. A. University of Texas, 1906.

H. A. NELSON.....AGRICULTURE
Graduate Southwest Texas State Normal College, 1909; Student Iowa State College, 1915-16.

S. W. STANFIELD.....BIOLORY
B. A. Southwestern University, 1883; Student University of Chicago, 1915.

P. T. MILLER.....CHEMISTRY
B. A. University of Texas, 1917; Graduate Student University of Texas, 1918.

.....COMMERCIAL BRANCHES

MISS KATE PITTS.....DRAWING
Certificate Prang School (Chicago), 1911; Certificate Applied Arts Schools (Chicago), 1916; Certificate Academy of Fine Arts (Chicago), 1916.

W. I. WOODSON.....EDUCATION
Graduate Kirksville (Mo.) State Normal College, 1897; Student George Peabody College for Teachers, 1917.

BERTRAM HARRY.....EDUCATION
Graduate Warrensburg (Mo.) Normal College, 1906; B. A. University of Missouri, 1917; M. A. University of Missouri, 1918.

MISS ELIZABETH FALLS.....EDUCATION
B. S. Columbia University, 1907; Graduate Student University of Chicago, 1915.

.....EDUCATION

GATES THOMAS.....ENGLISH
B. S. Austin College, 1897; B. Lit. University of Texas, 1900; Special Student University of Chicago, 1902; University of Texas, 1903.

R. C. HARRISON.....ENGLISH
B. A. University of Texas, 1912; M. A. University of Texas, 1917.

R. A. MILLS.....ENGLISH
B. A. University of Texas, 1914.

J. E. BURK.....ENGLISH
B. A. Southwestern University, 1914; B. S. in Education Southwestern University, 1914. Graduate Student University of Texas, 1917.

MISS MARY LOUISE ESKRIDGE.....FRENCH
B. A. University of Tennessee, 1914; M. A. University of Tennessee, 1915.

MISS HELEN HORNSBY.....GERMAN
B. Lit. University of Texas, 1895; Student University of Chicago, 1901 and 1917; University of Wisconsin, 1905 and 1912; University of California, 1908 and 1914.

- A. W. BIRDWELL.....HISTORY
M. A. George Peabody College for Teachers 1916.
-
- M. L. ARNOLD.....HISTORY
Graduate North Texas State Normal College; B. A. University of Texas,
1906; Graduate Student University of Texas, 1917.
-
- MISS FRANCES WHITE.....HISTORY
Graduate Sam Houston Normal Institute, 1901; B. S. University of
Chicago, 1912; Graduate Student University of Chicago, 1917.
-
- MRS. C. S. SMITH.....HOME ECONOMICS
B. S. Kansas State Agricultural College, 1910; Special Student Kansas
State Agricultural College, 1910; State Agricultural College
of Michigan, 1912; Chautauqua, N. Y., 1915 and 1917.
-
- MISS LILLIAN C. W. BAKERHOME ECONOMICS
Graduate Kansas State Normal College; B. S. Kansas State Agricultural
College, 1910; Special Student Teachers' College, Columbia
University, 1915.
-
- MRS. GEORGE TURNER.....HOME ECONOMICS
Graduate Southwest Texas State Normal College, 1914; Special student
George Peabody College for Teachers, 1916.
-
- JOHN E. PRITCHETT.....LATIN
B. A. Pritchett College (Mo.), 1873; M. A. Pritchett College (Mo.),
1879; Graduate Student Johns-Hopkins University, 1878-9.
-
- L. R. FULLER.....MANUAL TRAINING
B. S. in Education University of Missouri, 1916; Graduate Student Univer-
sity of Missouri, 1916-18; Special Student University of
Chicago, Summer, 1917.
-
- J. S. BROWN.....MATHEMATICS
B. S. University of Texas, 1903; M. A. University of Texas, 1906.
-
- MISS JESSIE A. SAYEBS.....MATHEMATICS
B. S. Columbia University, 1914; Student University of Texas, 1900;
Graduate Student Columbia University, 1915.
-
- S. M. SEWELL.....MATHEMATICS
B. A. University of Texas, 1905; M. A. University of Texas, 1906; M. S.
University of Chicago, 1913.
-
- MISS MARY STUART BUTLER.....MUSIC
B. A. Western College for Women (Ohio), 1918.
-
- MISS LULA HINES.....PHYSICAL EDUCATION FOR WOMEN
Graduate Sam Houston Normal Institute, 1883; Special Student Uni-
versity of Chicago, 1901, 1903, 1905; Chautauqua, N. Y., 1907;
Columbia University, 1910.
-
-PHYSICAL EDUCATION FOR MEN
-
- W. C. VERNON.....PHYSICS
B. S. University of Texas, 1905; M. S. University of Chicago, 1913.
-
-READING

A. C. BURKHOLDER.....SOCIOLOGY
 A. B. Washington and Lee University, 1903; M. A. George Peabody College for Teachers, 1915. Student George Peabody College for Teachers, Summer 1915.

G. B. MARSH.....SPANISH
 B. A. Southwestern University, 1913; Graduate Student University of California, 1916.

TRAINING SCHOOL

LYNTON F. GARRETT.....SUPERINTENDENT
 Graduate Southwest Texas State Normal College, 1909; Student University of Texas, 1913; University of Chicago, 1914; George Peabody College for Teachers, Summers of 1916 and 1917.

O. A. ZIMMERMAN.....SUPERVISOR INDUSTRIAL SUBJECTS
 Southwest Texas State Normal College, 1916-18.

MISS MATTIE ALLISON.....SUPERVISOR HIGH SCHOOL ENGLISH
 Louisiana State Normal; George Peabody College for Teachers, 1916-17.

MISS EVELYN DAVIDSON.....SUPERVISOR HIGH SCHOOL HISTORY
 Graduate Southwest Texas State Normal College, 1917; Student University of Texas, Summer, 1917; Student George Peabody College for Teachers, Summer 1918.

MISS RUBY HENDERSON.....SUPERVISOR SIXTH GRADE
 Graduate Southwest Texas State Normal College, 1918.

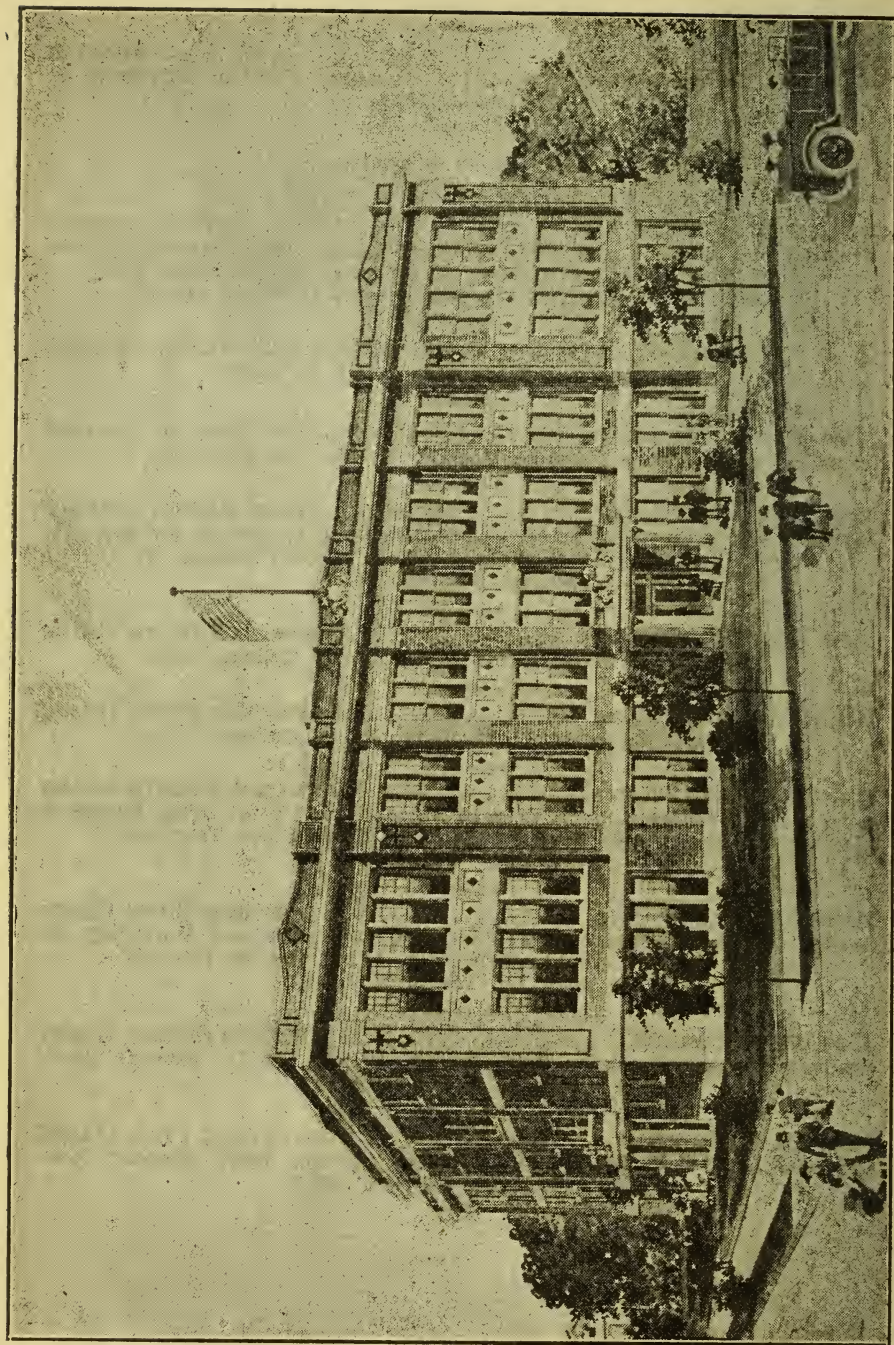
MISS MABEL WOODWARD.....SUPERVISOR FIFTH GRADE
 Graduate Southwest Texas State Normal College, 1918.

MISS GENEVIEVE STAUDT.....SUPERVISOR FOURTH GRADE
 Iowa State Teachers College 1913-15 State University of Iowa, Summers 1915 and 1916; Critic in Training Iowa State Teachers College, 1915-17.

MISS FLORENCE KONE.....SUPERVISOR THIRD GRADE
 Graduate Sam Houston Normal Institute, 1903; Student University of Texas, 1911; Columbia University, 1915; George Peabody College for Teachers, 1916.

MISS BESSIE BARNES.....SUPERVISOR SECOND GRADE
 Graduate Southwest Texas State Normal College, 1913; Student Chautauqua, N. Y., 1916.

MRS. LILLA MAYFIELD.....SUPERVISOR FIRST GRADE
 Graduate Southwest Texas State Normal College, 1907; Student Iowa State Teachers College, 1912.



EDUCATION BUILDING

SOUTHWEST TEXAS STATE NORMAL COLLEGE

CHIEF PURPOSE

It is the primary function of a Normal school to train teachers for service in the public schools of a State. It was to this end that the Legislature of the State of Texas established the Southwest Texas State Normal College. The entire machinery of the institution is organized for the accomplishment of that purpose. The courses of instruction offered contemplate the making of teachers well-balanced in academic and professional attainments, accompanied by a degree of efficiency secured by actual practice in teaching in the Normal Training School under skillful direction. The College offers its highest and best service to the young men and young women of Texas who desire to prepare themselves for service in educational leadership and in the training of the minds and characters of the children of this generation.

HISTORY

The Twenty-sixth Legislature in 1899 enacted a law providing for the establishment of "The Southwest Texas State Normal School." The management and control was vested in the State Board of Education. The Twenty-seventh Legislature in 1901 authorized the State Board of Education to appoint a local board of three trustees to act under its direction in the management of the school. In 1911 the Thirty-second Legislature created the Board of Normal Regents, consisting of the State Superintendent of Public Instruction and four other regents appointed by the Governor, with the approval of the Senate, and vested in this board complete control over the normal schools of Texas. The Thirty-third Legislature in 1913 put into effect the constitutional amendment lengthening the terms of boards of directors of State institutions to six years, increasing the number of regents from five to six, dividing them into three classes, and providing that two members should be appointed each biennial period. In 1917 the Board of Regents raised the standard of the State Normals by authorizing the addition of two more years of work of college rank, thereby making them standard colleges. In pursuance of this policy the Southwest Texas State Normal College gave the third year of college work in the session of 1917-18. The fourth year is offered for the session of 1918-19, leading to the Bachelor's Degree in Education. The attendance has increased from 313 students in 1903-04 to 1087 in 1916-17. The faculty has grown in the same period from twenty to forty teachers.

LOCATION

The Southwest Texas State Normal College is located in San Marcos, a city of approximately six thousand inhabitants. It is sit-

uated on the Missouri, Kansas and Texas, and the International and Great Northern railways, fifty miles north of San Antonio, and thirty miles south of Austin. The school is situated on Normal Hill, an eminence beautiful in scenery, and commanding in its view of the surrounding country. San Marcos has an enviable reputation for healthfulness, and has been singularly free from epidemics of disease. As an educational center it has an excellent system of public schools and also two well-established denominational schools, Coronal Institute and San Marcos Baptist Academy, in addition to the Lone Star Business College and the State Normal College. The moral and religious atmosphere of the city is as wholesome as that of any other city in Texas.

PHYSICAL EQUIPMENT

The physical equipment of the College consists of a campus of twenty-four acres, six commodious brick or re-enforced concrete buildings, all heated by steam and lighted by electricity. The school plant is amply furnished with school gardens, athletic field, courts for tennis, basketball, and volley ball, and a swimming resort.

Main Building. Erected of brick in 1903, and contains the administration offices, a large auditorium, ten recitation rooms, the textbook library, the Normal Exchange, and the Y. W. C. A. rest room.

Science Building. Erected of brick in 1908, and enlarged by the addition of a new wing in the summer of 1915. It contains the chemical, physical, biological, and agricultural laboratories, as well as classrooms and offices for teachers.

Library Building. Erected of brick in 1910, and contains the reference library and general reading rooms, and a large room on the ground floor used by the classes in physical education.

Manual Arts Building. Erected of reinforced concrete in 1912, and contains ten rooms especially equipped for classrooms and laboratories for the classes in manual training and home economics, including wood-work shop, kitchen and dining room, sewing room, and offices for teachers.

Education Building. Now in process of construction of reinforced concrete at a cost of \$85,000 including furniture and fixtures. This building is modern in all respects and will contain an auditorium, a gymnasium, eleven rooms for the use of the nine grades of the Normal Training School, seven rooms for classrooms of the teachers of educational subjects, a psychological laboratory, and offices for teachers. This building will be used in the session of 1918-19.

Power House. Erected of brick in 1915, and contains the boiler and engine rooms, a large battery room, and rooms equipped for the forging and metal-working shops of the Manual Training department.

Athletic Grounds. Consisting of an athletic field of five acres for football, baseball, and track work, with a covered grandstand large enough to accommodate all crowds, also containing ample dressing

rooms, shower baths, and lockers. There are also tennis, basketball, and volley ball courts sufficient to accommodate all students who desire to engage in these sports either for pure pleasure or for credit in physical education.

Normal River Resort. This is the most popular feature of the normal college plant. It is located on San Marcos River, a clear, cool, beautiful stream with water shallow enough for the learner and also deep enough at other places for diving. The pool is large enough to accommodate from one hundred fifty to two hundred swimmers at a time. The bath house is new, commodious, and well supplied with dressing rooms and lockers. The resort includes a plat containing about two acres, and is an admirable place for picnics, evening parties, etc. The grounds are lighted by electricity from the college power plant.

School Gardens. These are ample for the classes in agriculture, and are easily accessible to the agricultural classrooms and laboratories in the Science Building.

GOVERNMENT

Discipline. The Southwest Texas State Normal College believes that the high calling of teaching requires men and women of uprightness of conduct and integrity of life, and invites to its classrooms persons of good habits, strong character, and noble purpose only. Students of this type voluntarily conform to the regulations of the school, refrain from improprieties of conduct without complaining, and counsel cheerfully and freely with the President and members of the faculty. Under these conditions, the discipline in the college becomes a dignified appeal to worthy young men and women to maintain at all times the strictest fidelity to sound ideals of character, including diligence and conscientiousness in the discharge of school duties. In case there should be students of objectionable habits and incorrigible dispositions who enroll, they will be advised to withdraw. The Normal School is not willing to grant teachers' certificates to persons whose ideals and practices are known to be unsound. Upon enrolling in the school each student signs the following pledge:

"I hereby subscribe myself a student of the Southwest Texas State Normal College, and, as such, I pledge myself to comply cheerfully, both in letter and in spirit, with the regulations of the school; and to help sustain them; to be regular, prompt, decorous, and moral; not to engage in any conduct that, in the judgment of the President or the faculty, interferes with my work as a student or is injurious to the reputation of the school; not to leave school without the permission of the President; nor to leave town without his permission."

"I agree to resign my position as a student whenever requested to do so by the President."

Delinquents. The student whose class work is unsatisfactory is given personal notice of the fact. Also official notice of the char-

acter of his work is sent to the parent or guardian. If the work is extremely unsatisfactory, the student is put on probation and may at any time be dismissed from the college. While on probation the student forfeits the privilege of engaging in any public game or contest.

Absence from class ten per cent or more of the number of recitations per term shall render a student liable to a reduction in term credit, to forfeiture of all credit, or to supplementary examinations before being entitled to credit. Absence immediately before the close of a term suspends credit for all courses, pending additional examinations. Absence at the beginning of the second or third term works forfeiture of the privilege of attending classes until formal approval is given by the President. Excuses for absences will not be considered unless presented promptly after the period of absence.

General Regulations. The regulations of the institution are for the protection of the students and do not abridge the freedom of those who conduct themselves as ladies and gentlemen, and who have due regard for law and order. They are as follows:

1. Students should obtain the approval of the President before leaving San Marcos at any time. Permission will not be granted students to leave school before the Christmas holidays begin or to re-enter tardily when the session is resumed. In case of withdrawal from school before the close of the term, students must file with the President a statement of the cause for such withdrawal.

2. School will be in session from Tuesday to Saturday inclusive. All periods of the school day not used in recitation, and the hours of evening from 7 to 10 o'clock from Monday to Friday inclusive, are to be spent in the prosecution of school work. Students who are unwilling to meet this standard of application are not satisfactory members of the school and their attendance may be discontinued at any time.

3. In the boarding houses, students are expected to be quiet, respectful, and polite, and, during study hours, not to engage in conduct that will interfere with the study of others, or with the comfort and rest of members of the family. Young men and young women are not permitted to board at the same house.

4. Students who are unwilling to be prudent and discreet in demeanor, to observe the ordinary rules of propriety of good homes, and, in general, to conduct themselves as ladies and gentlemen, should not enter a Normal School. The daily conduct of persons who expect to be teachers of boys and girls should be above criticism and reproach.

5. The smoking of cigarettes and the indulgence in intoxicating drinks are habits unworthy of a student in a Normal School. The use of tobacco is prohibited in the buildings and on the grounds.

6. Physical education is required of every student during his entire attendance in the Normal School.

7. Every student is expected to take not more than five subjects, and not fewer than three, not counting physical education. Special

approval of the President is required in all variations from this regulation. Any student dropping a subject without proper approval forfeits the privilege of attending any class until reinstated by the President.

8. A student who fails to make a passing grade in three or more subjects during any school term is subject to reclassification or may be advised to sever his connection with the school as the merit of each case warrants. A student who fails to do the work in any class to which he has been assigned may be transferred to a lower class.

9. The school fixes a standard of attendance. Sickness is a justification for absence, but not a relief from work missed; avoidable absence is a violation of the letter and spirit of the requirements of the school.

10. Students should not request time from school for visiting friends and relatives. Such visits should be limited to week-ends, and then should occur only in rare instances.

11. All public exercises, contests, and athletic games are under the general direction of the faculty. No student is eligible to enter any public game or contest unless his conduct and class standing are satisfactory.

STUDENT ACTIVITIES

Literary Societies. In order that the students may have an opportunity for development and training in the arts of expression, public speaking, and parliamentary usage, and at the same time improve themselves in some special lines of civic, social, or cultural endeavor, seven literary societies are maintained: for the young men, the *Chautauqua* and the *Harris-Blair*; for the young women, the *Shakespeare*, the *Pierian*, the *Idyllic*, the *Comenian*, and the *Everyday*.

Besides the societies specifically literary there also exist the following organizations having more specialized objects: *La Salamanka* for the students of Spanish; *Germanistische Gesellschaft*, for the students of German, and the *Komensky* for the Bohemian students. All of these have as part of their object, at least, the cultivation of a more intimate acquaintance with the literature, the music, and the language of these nations.

Athletics. This branch of student activities is deservedly well stressed. The participation in athletic contests and the work on athletic teams bear the same relation to physical education that classroom work does to academic courses. Clean sportsmanship and co-operative team work are the immediate aims.

Among the principal forms of athletics for men are football, basketball, track, tennis, volley ball, baseball, and swimming. To the women basketball, volley ball, tennis, and swimming are offered.

Intercollegiate contests are scheduled with several of the most prominent schools and colleges, the schedules for which will appear in the daily papers.

Satisfactory class work is required of all students before taking part in intercollegiate contests. No student is allowed to be a member of regular athletic teams for a greater number of years than are before him when he enrolls in the Normal School.

Religious Organizations. The Young Men's Christian Association, and the Young Women's Christian Association have regular organizations and meet weekly for devotional services. They foster Bible and Missionary Study classes, encourage by practical means attendance at the preferred church and Sunday school, emphasize habits of Christian living and do whatever else seems best to meet the social and spiritual needs of the students. They have been quite successful in finding places in the school and the town where students might secure work to help pay expenses. Both associations send representatives to their respective State Conventions. The Newman Club also maintains an efficient organization for social and religious work.

Entertainments. Each year there is offered for the entertainment and improvement of the students and supported by them a strong Lyceum Course consisting of about six numbers. Some of the features offered during the past three sessions were: the Madam Scotney Company, Mrs. Bertha Kunz Baker, Maude Powell, Castelluci's Italian Orchestra, and other numbers of similar quality.

The various clubs and literary societies give social functions during the session, and feature annually a colonial pageant on Washington's birthday.

Publications. The Senior Class publishes annually the *Pedagogue*, which represents the activities and spirit of the student body for the current year. *The Normal Star* is a student weekly that gives the more important school news and furnishes a medium for the publication of communications prepared by students.

ALUMNI ASSOCIATION

This Association has permanent organization, and holds its meetings annually during commencement. It seeks to promote fellowship among graduates and former students; to advance their professional interest; and to keep them in sympathetic touch with the interests, needs, and activities of the school. The Association endeavors to keep an accurate catalog of the names, addresses, and professional status of its members, to the end that their success and usefulness, as well as the ideals and services of their *Alma Mater*, may be duly appreciated.

STUDENT HELP

Each year a limited number of students get some assistance in making their way in school. This help comes from one of three sources:

The Freshney Memorial Fund, begun several years ago by faculty members in honor of Alfred Freshney, B. S., Professor of

Chemistry and Physics in the Normal, who died November 21, 1906, now amounts to several hundred dollars. This money is loaned at low interest, to students who, but for such aid, could not remain in school.

The Alumni Association, which has, from time to time, contributed to the Freshney Memorial Fund by annual fees collected from members of the Association, as when the classes of 1917 and 1918 bought Liberty Bonds and donated the income from these bonds to this fund.

The Young Men's and Young Women's Christian Associations, which do what they can to find employment for deserving students by furnishing work in the Normal Exchange, a supply store for students, or by assisting them, where possible, to find work in town.

GENERAL INFORMATION

ARRIVAL

Reach San Marcos in the daytime. Advise Professor S. W. Stanfield or Professor M. L. Arnold as to the train upon which you will come, and you will be met at the station. Have all baggage plainly marked with your name and Southwest Texas State Normal College, San Marcos, Texas, and thus prevent confusion, or possible loss of baggage..

BOARDING

On arrival, or before engaging board permanently, students should report to Professor Stanfield or Professor Arnold, who will assist in securing pleasant places in excellent families. Students should not permit themselves to be influenced in the selection of boarding places by solicitors at the station or on the streets. Students must secure the approval of Professor Stanfield or the Dean of Women before changing boarding places.

EXPENSES

The incidental fee is fifteen dollars, payable upon entrance. *Text-books are furnished free to all students.* When all the books used by a student are returned in good condition, two dollars will be refunded. Board in good private families costs \$20 to \$25 per month. Economy of living is encouraged.

AGE AND QUALIFICATIONS

No person who is under sixteen years of age January 1, 1919, will be admitted. Students that have completed the equivalent of the ninth grade of the standard high school should be able to pass the entrance examinations to the Freshman Class. Students that have completed courses higher than the equivalent of the ninth grade of the standard high school should be able to enter the Sophomore Class by examination. Students that hold diplomas from approved high schools or from reputable institutions should present approved credentials showing the course completed.

CLASSIFICATION COMMITTEES

The Classification Committees will be in session at the Normal Tuesday, September 24, and Wednesday, September 25, for the purpose of classifying students. Students should confer with these committees before enrolling for work.

SUMMER SESSION

The marked growth and success of the Summer School has assured its permanency. Many teachers actually in public school service are taking advantage of the opportunities offered for Normal College training without losing any time from school work. Prospective teachers, and others desiring to complete courses for advanced college credit, and also students who are deficient in entrance requirements, will find classes suited to their needs. Graduates of Texas State Normal Colleges, under former courses, and other advanced students of college rank, can complete by study in the Summer School the additional work required for professional High School diplomas, or for the Bachelor's Degree. Summer Normal classes are conducted by capable instructors for those preparing for the State Examinations. The same requirements are made of students who attend the Summer School as are made of those in attendance during the regular session. The enrollment of the summer session in 1917 was 1213 students. The Summer Bulletin, which gives detailed information concerning the summer work, is issued on February 15 of each year. It may be had by addressing a request to the President.

APPOINTMENT COMMITTEE

In order that the College may serve both its own students and public school officials it maintains a Committee on Appointments. It is the function of this committee to find a suitable position for each worthy teacher, and to supply an efficient teacher for each school seeking one. Special effort is made to obtain reliable information concerning vacancies. The Committee is careful to recommend only such teachers as in its best judgment can fill acceptably the position in question. So far it has not been possible to supply the demands for thoroughly trained teachers. No charge is made for the service of the Committee.

ENTRANCE REQUIREMENTS

The following regulations govern the admission of students to the State Normal Colleges of Texas:

1. **Uniform Requirements.** The requirements for admission to the various classes of the State Normal Colleges of Texas are uniform, as directed by the State Normal School Board of Regents.

2. **Age.** Any person who is sixteen years of age on or before January 1 of the school year may enter a State Normal at the beginning of the fall term, or at any suitable time during the school year.

3. All claims for admission are reduced as far as possible to standard high school admission units, a unit being a year's work—180 recitations of 40 minutes each—in an accredited high school. A first class high school offers a possible 15 admission units. A second-class high school offers a possible 11 admission units. A third-class high school offers a possible 7 admission units.

4. Accredited High School. Accredited high schools are those approved by the State Department of Education, and work done in such schools, when officially certified to, is accepted for admission.

5. Credentials. Credentials entitling the holder to exemption from examination must be official statements signed by proper authorities. Promotion cards and diplomas from high school and colleges must be accompanied by official statements of the work completed by the students, and signed by the superintendent, principal, or president. *Work partially completed is not considered for admission credits.*

6. Applicants for admission to the Freshman class shall present a minimum of seven admission units as follows:

Algebra 1 or 2
English 2

History 1 or 2
Electives sufficient to make 7

If application is made for admission to the Latin section of the Language Course, one admission unit of Latin is required.

7. Applicants for admission to the Sophomore class shall present eleven admission units as follows:

Algebra 2
Geometry $\frac{1}{2}$ or 1
Electives sufficient to make 11

History 2
English 2

For admission to the Language Course, the requirement is two units of Latin or one unit of modern language.

8. Applicants for admission to the Junior class shall present $14\frac{1}{2}$ admission units (after September, 1919, 15 units) as follows:

English 3
History 2
Electives sufficient to make $14\frac{1}{2}$

Algebra 2
Geometry 1

For admission to the Language Course, three units of Latin or two units of a modern language are required.

9. For admission to the Senior class, a statement must be presented showing the completion of one year's (45 term-hours) college work, including three term-hours in Education. (A term hour is one recitation per week for twelve weeks, requiring two hours preparation therefor by a student of average ability).

10. For admission to the College Junior Class a statement must be presented showing the completion of two years' (90 term-hours) college work, including at least one year's (9 term-hours) work in Education.

11. For admission to the College Senior Class a statement must be presented showing the completion of at least three years' (135 term-hours) college work, including at least two years' (18 term-hours) work in Education.

12. Students meeting the admission requirements in all subjects except Education may elect this subject as part of their work.

VI. Admission on Teachers' State Certificates. The following admission credits are allowed to holders of State certificates:

1. Second Grade Certificate:

| | |
|---------------------------------------|---------------------------|
| English 1 | Management $\frac{1}{2}$ |
| History $\frac{1}{2}$ | Agriculture $\frac{1}{2}$ |
| Physiology and Hygiene $\frac{1}{2}$ | Unspecified 1 |
| One or more year's work in teaching 1 | |
| Total 5 units. | |

2. First Grade Certificate:

| | |
|---|--------------------------------------|
| English 3 | Ancient History 1 |
| Algebra 2 | Medieval and Modern History 1 |
| Geometry 1 | Physical Geography $\frac{1}{2}$ |
| American History $\frac{1}{2}$ | Physiology and Hygiene $\frac{1}{2}$ |
| Management $\frac{1}{2}$ | Agriculture $\frac{1}{2}$ |
| Civics $\frac{1}{2}$ | |
| One or more year's experience in teaching 1 | |
| Total 12 units. | |

3. Permanent Primary Certificate:

(a) *Built upon a Second Grade Certificate.* The five units allowed on the second grade certificate, and the following $4\frac{1}{2}$ units:

| | |
|-----------------------------|----------------------------------|
| English 3 | Physical Geography $\frac{1}{2}$ |
| Civics $\frac{1}{2}$ | Psychology $\frac{1}{2}$ |
| Total $9\frac{1}{2}$ units. | |

(b) *Built upon a First Grade Certificate.* The 12 units allowed on the first grade certificate and the following $1\frac{1}{2}$ units:

| | |
|------------------------------|--------------------------|
| English 1 | Psychology $\frac{1}{2}$ |
| Total $13\frac{1}{2}$ units. | |

4. Permanent Certificate:

| | |
|---|--------------------------------------|
| English 4 | Physiology and Hygiene $\frac{1}{2}$ |
| History $2\frac{1}{2}$ | Agriculture $\frac{1}{2}$ |
| Mathematics 4 | Management $\frac{1}{2}$ |
| Civics $\frac{1}{2}$ | Psychology $\frac{1}{2}$ |
| Bookkeeping $\frac{1}{2}$ | Physiology $\frac{1}{2}$ |
| One or more year's experience in teaching 1 | |
| Total 15 units. | |

VII. **Electives.** The list of subjects from which admission units may be chosen is as follows:

Education:

| |
|-------------------------------------|
| Elementary Psychology $\frac{1}{2}$ |
| School Management $\frac{1}{2}$ |
| English 3 or 4 |

History:

| |
|-----------------------|
| American 1 |
| Ancient 1 |
| English 1 |
| Medieval and Modern 1 |
| Civics $\frac{1}{2}$ |

Language:

| |
|-----------------|
| Latin 2, 3 or 4 |
| French 2 or 3 |
| German 2 or 3 |
| Spanish 2 or 3 |

Mathematics:

| |
|------------------------------|
| Arithmetic $\frac{1}{2}$ |
| Algebra 2 |
| Plane Geometry 1 |
| Solid Geometry $\frac{1}{2}$ |
| Trigonometry $\frac{1}{2}$ |

Science:

| |
|--------------------------------------|
| Biology 1 |
| Botany 1 |
| Chemistry 1 |
| Introduction to Science 1 |
| Physics 1 |
| Physiography $\frac{1}{2}$ |
| Physiology and Hygiene $\frac{1}{2}$ |
| Zoology 1 |

Vocational:

| |
|-------------------------------------|
| Agriculture $\frac{1}{2}$ to 2 |
| Bookkeeping $\frac{1}{2}$ or 1 |
| Domestic Art $\frac{1}{2}$ or 1 |
| Domestic Science $\frac{1}{2}$ or 1 |
| Drawing $\frac{1}{2}$ or 1 |
| Manual Training $\frac{1}{2}$ or 1 |
| Music $\frac{1}{2}$ or 1 |
| Stenography and Typewriting 1 |

VIII. 1. Admission by Examination. Applicants who do not present credentials from accredited high schools for admission to the above named classes may absolve the standard entrance requirements by examination.

2. Time of Examination. Applicants for the Freshman class must be examined upon entrance in all required subjects; applicants for admission to other classes must be examined upon entrance in the required English, History, Mathematics, and Science, and may defer examinations in other subjects to the middle of the session. These regulations apply to students from affiliated or accredited high schools, who may be admitted partly by examination, as well as to students who enter by examination solely.

IX. Admission of Mature Students. Persons twenty-one years of age or over, who are not graduates of standard high schools, may, at the discretion of the President of the Normal School, be admitted without examination to any of the classes below the Senior, or fourth year. In the enforcement of this regulation, especial consideration will be given to mature students whose training has been followed by successful experience in teaching, to students who have had other practical preparation, and to those who have made special attainments in some particular line. Students admitted in this manner will, upon the completion of the work of the Junior class in English, History, Mathematics, and Science, with a grade of "C," be given credit for full admission in these subjects. Other admission units may be absolved in like manner. In all cases, mature students and others must remove conditions and satisfy the admission requirements to the satisfaction of the Admission Committee not later than two years after admission, and before any certificate can be granted.

X. Credits from Other Institutions. Admission credits for work done in any college or university are determined by the President of the Normal School. Work completed satisfactorily in any one of the Texas State Normal Schools is fully recognized by the others. Those completing the work of the first year in one normal school are admitted to the second year class in any State Normal School in Texas, and similarly to other classes; provided, that of the forty-five term-hours required for a certificate, at least fifteen must be made in the normal school that issues the certificate, and provided also that the entire forty-five term-hours required for Normal diploma must be done in the normal school that issues the diploma.

CERTIFICATES

1. The student completing the work of the Freshman (first year) class receives a second grade certificate valid for six years.

2. The student completing the work of the Sophomore (second year) class receives a first grade certificate valid for six years.

3. The student completing the work of the Junior (third year) class receives a first grade certificate stating which of the seven courses he pursued, and valid for six years.

4. The student completing the work of the Senior (fourth year) class receives a permanent certificate, stating the course pursued, which certificate is valid during good behavior.

5. All certificates are issued by the State Department of Education, and are signed by the State Superintendent of Public Instruction.

6. The student completing the work of the Senior class is also awarded the diploma of the College. The diploma states the special course completed. It bears the seal of the College, and is signed by the President.

7. Upon completion of the College Senior, or sixth year, the diploma conferring the degree A. B. or B. S. is awarded the student.

8. A permanent certificate is awarded also to those students who complete the College Junior or College Senior year and who have not been granted the permanent certificate before during the course.

9. The certificate granted by the State Normal School should not be confused with certificates obtained from summer normal institutes and county boards of examination.

10. Certificates granted by the State Normal Schools may be built upon for higher certificates, but the Normal Schools do not grant certificates to applicants by simply "taking the additional subjects" for higher certificates.

11. Standard high school work may be accepted and not repeated in the State Normal Schools, and students may be allowed to elect other subjects in their stead; but credit for high school work shall not be subtracted from the forty-five term-hours required for issuance of teachers' certificates.

12. A student completing two full terms' work of a given class and meeting the residence requirement of two terms, may, upon passing a satisfactory examination in one term's work of the next lower class, be granted the certificate of such lower class.

13. A student who has been in attendance three full terms and who fails in one or more subjects, may be granted the certificate of a lower class at the discretion of the faculty.

14. A student who has at any time been granted a certificate from a Texas State Normal School, may, upon completion of two-thirds of the work required for the next higher grade of certificate, receive a certificate of the same grade formerly granted him.

15. When students transfer academic credits from accredited colleges and attend a State normal school for work in Education only, they are recommended to the State Superintendent of Public Instruction for a State Certificate only, as provided by law.

ORGANIZATION

The Southwest Texas State Normal College has the following departments of work:

The Normal Training School, which comprises the first nine grades of work of the public school, and in which, under the direction of the Principal and Supervisors, all work in Practice Teaching is done. Graduation from the Training School admits one into the Freshman class of the Normal Department without examination.

The Normal Department, which comprises the first and second years of the Normal. Completion of the first, or Freshman year, entitles one to a second grade state certificate valid for six years. Completion of the second, or Sophomore year, entitles one to a first grade state certificate valid for six years. Completion of this year's work also entitles one to clear entrance to the Normal College.

The Normal College—Diploma Division, which comprises the first two years of college work. Completion of the first college year, or Junior class, entitles one to a first grade state certificate valid for six years, at the expiration of which period the certificate may be renewed without further work. Completion of the second college year, or Senior class, entitles one to the Normal Diploma and a permanent, or life certificate. Holders of the Normal Diploma are eligible, without examination, to entrance to the Degree Division of the Normal College.

The Normal College—Degree Division which comprises the third and fourth years of college work. Completion of the third, or College Junior year, entitles one to an advanced diploma or to certification and official recommendation for teaching in the high schools of the State. Completion of the fourth, or College Senior year, entitles one to the Bachelor of Arts or the Bachelor of Science Degree in Education. The Bachelor of Arts degree will be conferred upon the presentation of the required language for admission to the Junior College class, and in addition thereto two college years in a foreign language. The Bachelor of Science degree will be conferred without the foreign language requirement for admission or for graduation.

SYSTEM OF GRADING

Grade Symbols. Term grades of a student are determined by his daily oral and written work, and by tests or quizzes, usually unannounced, given at intervals during the term. These grades are indicated by the following symbols: A represents excellent work; B, good; C, fair; D, passing; E, conditional; and F, failure. A conditional grade (E) means that the student must, according to the directions of the teacher with whom the work was taken, remove this condition during the term following that in which the failure was made. A failure (F) means that the student must take the entire work in class again as if he had never taken it before.

Grade Points. The issuance of a certificate of any grade is dependent upon the standing of a student as determined by what are called "grade points." That is, a student must make thirty (30) grade points, or an average of C, before he can obtain a certificate. In determining grade points the grade symbols have the following values: A equals 4 grade points; B, 3 grade points; C, 2 grade points; D, 1 grade point. The student in any class who fails to make the required thirty grade points on the fifteen units of work of his class may take work in the next higher class until the thirty grade points are made, at which time a certificate will be issued. It is understood, of course, that in the next higher class, grade points can-

not be counted twice. For instance, a Sophomore who finds it necessary to do some Junior work in order to get the required thirty grade points, would have to make sufficient grades in the remainder of his Junior work to fulfil the necessary conditions; or, he would have to get sixty grade points in all for the two years' work.

COURSES OF INSTRUCTION

The Unit of Credit. The unit of credit shall be the "term-hour,"—a term-hour being defined as one recitation per week (or its equivalent) for one term of twelve weeks, requiring two hours' preparation therefor by the student of average ability.

Equivalents. The following are recognized equivalents.

1. For the Freshmen and Sophomores, four recitations per week, requiring a total weekly preparation of five hours, are equivalent to three term-hours.

2. Two hours of laboratory work per week, requiring one hour of preparation and subsequent completion of notes, are equivalent to one term-hour.

3. Three hours of laboratory work per week, requiring no preparation and no subsequent work on notes, are equivalent to one term-hour.

4. Subjects requiring little or no preparation for the recitations are given term-hour credits according to the total time required, based upon the principle in the above equivalents.

Majors and Minors. A major is a subject in which a student does his most intensive work. The major may consist of a minimum of 36 or a maximum of 54 term-hours. A minor may consist of a minimum of 18 or a maximum of 27 term-hours.

The Term's Work. The work of a term is fifteen term-hours, exclusive of regular assignment in Physical Education. All students are required to take Physical Education twice a week during the first two years of residence work. A student may elect and count toward a certificate, diploma, or B. S. degree, six term-hours of Physical Education in addition to the two years required.

DIPLOMA COURSES

Each of the seven courses certified on pages 25 to 31 offers opportunity for specialization in one or more subjects and at the same time assures accurate scholarship for general public school work. The diploma courses emphasize teaching in the primary and elementary grades. Courses prescribed are, for the most part, suggestive only; other courses of the same rank may be substituted on the advice of the departments concerned.

Students who present credits from standard affiliated high schools for any subject offered in the Freshman and Sophomore years may substitute foreign language or other units.

Courses in Stenography, Typewriting and Bookkeeping are open to students in the Freshman and Sophomore years.

Changes from one course to another frequently involve loss of credits, and are not advised.

All students are required to take Physical Education twice a week during the first two years of residence work.

The courses from 1 to 20 are elementary and are given in the Normal Department. *College credit cannot be given for elementary courses.* Courses from 101 to 299 are usually given in the Diploma Division; courses from 301 to 401 and higher are usually given in the Degree Division. With proper approval, courses in the Diploma Division and Degree Division may be interchanged. Unless otherwise specified, a course is three term-hours, which represents three recitations per week for twelve weeks, each period of recitation being fifty minutes in length.

AGRICULTURE.

| Freshman. | | Sophomore. | |
|---------------------------|--------|---------------------------------|--------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Agriculture 1..... | 3 | Agriculture 3..... | 3 |
| Biological Science 2..... | 3 | Education 2..... | 3 |
| Drawing 1 or Music 1..... | 3 | English 4, 5 and 6 or 7 or 14.. | 9 |
| Education 15..... | 3 | History 3, 4..... | 6 |
| English 1, 2, 3..... | 9 | Mathematics 5, 6..... | 6 |
| History 1, 2..... | 6 | Reading 1..... | 2 |
| Mathematics 2, 4, 20..... | 9 | <i>Elective:</i> | |
| <i>Elective:</i> | | Physics 17, 18) | |
| Chemistry 1, 2) | | or)..... | 6 |
| or)..... | 6 | Chemistry 1, 2) | |
| Physics 17, 18) | | Manual Training 1, 2, 3) | |
| Free | 3 | (3 or 9 hours)) | |
| | 45 | Biological Science 3) | |
| | | Home Economics 1, 2, 3) | |
| | | (3 or 9 hours)) | |
| | | Music 1 or Drawing 1)... 9 | |
| | | (3 hours)) | |
| | | or) | |
| | | Foreign Language) | |
| | | (9 hours)) | |
| | | | 45 |

| Junior. | | Senior. | |
|--------------------------------|--------|---------------------------------|--------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 101, 104 and 111 or | | Education 204, 212 and 106 | |
| 106 | 9 | or 202..... | 9 |
| English 101, 102, and 103, or | | English 301, or 207, or 208 | 3 |
| 207, or 208..... | 9 | History 313, 415..... | 6 |
| Mathematics 109..... | 3 | Mathematics 107, 214..... | 6 |
| Sociology 102..... | 3 | Sociology 203..... | 3 |
| <i>Major:</i> | | <i>Major:</i> | |
| Agriculture 101, 102, 103... 9 | | Agriculture 207, 208, 209.... 9 | |
| <i>Minor:</i> | | <i>Minor:</i> | |
| Chemistry 107, 108, 109) | | Chemistry 214, 215, 216) | |
| Physics 101, 102, and 103) | | (3 or 9 hours)) | |
| or 104) | | Physics 104, 205, 206) | |
| Home Economics 101, 102,) | | (3 or 9 hours)) | |
| 103) 9 | | Home Economics 201, 202) 9 | |
| (3 or 9 hours)) | | 203) | |
| Manual Training 101, 102,) | | (3 or 9 hours)) | |
| 103) | | Teaching Course in Educa-) | |
| (3 or 9 hours)) | | tion (3 hours)) | |
| <i>Elective:</i> | | | |
| Free (3 hours)..... 3 | | | |
| | 45 | | 45 |

HISTORY-ENGLISH.

| Freshman. | | Sophomore. | |
|---------------------------|----------|------------------------------|----------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Agriculture 1..... | 3 | Education 2..... | 3 |
| Biological Science 2..... | 3 | English 4, 5 and 6 or 14.... | 9 |
| Drawing 1 or Music 1..... | 3 | History 3, 4..... | 6 |
| Education 1..... | 3 | Mathematics 5, 6..... | 6 |
| English 1, 2, 3..... | 9 | Reading 1..... | 3 |
| History 1, 2..... | 6 | <i>Major:</i> | |
| Mathematics 2, 4, 20..... | 9 | Foreign Language..... | 9 |
| Foreign Language..... | 9 | <i>Elective:</i> | |
| | | Home Economics 1, 2, 3) | |
| | | Manual Trainin 1, 2, 3) | |
| | | (6 or 9 hours)) | |
| | | Chemistry 1, 2) | |
| | | Physics 17, 18) | |
| | | (6 hours))... 9 | |
| | | Drawing 1 or Music 1) | |
| | | (3 hours)) | |
| | | Free) | |
| | | (3 hours)) | |
| | <hr/> 45 | | <hr/> 45 |

| Junior. | | Senior. | |
|--------------------------------|----------|---------------------------------|----------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 101, 104, and 111 | | Education 204, 212 and 106 | |
| or 106..... | 9 | or 203..... | 9 |
| English 101, 102, 103..... | 9 | English 301, 207, 208..... | 9 |
| Sociology 102..... | 3 | Sociology 203..... | 3 |
| <i>Major:</i> | | <i>Major:</i> | |
| History 106, 109, 110..... | 9 | History 206, 207, 111..... | 9 |
| <i>Minor:</i> | | <i>Minor:</i> | |
| Manual Training 101, 102,) | | English 311 or 312 or 203) | |
| or 205, 103) | | History 301 or 302 or 313) | |
| Home Economics 101, 102,) | | (3 hours)) | |
| 103) | | Chemistry 109 or 110, 214,) | |
| Chemistry 107, 108, and) | | 215) | |
| 109 or 110) 9 | | Physics 101, 102 and 103) 9 | |
| Physics 101, 102, and 103) | | or 104) | |
| or 104) | | Mathematics 107, 109, 208) | |
| Biological Science 101, 102,) | | or 112) | |
| 103) | | Sociology) | |
| Foreign Language) | | 3 hours in related subjects.. 3 | |
| Free 6 | | Free 3 | |
| | <hr/> 45 | | <hr/> 45 |

Two years of foreign language are required for entrance to the Junior year of the History-English course. A foreign language may also be continued in the Junior year.

HOME ECONOMICS.

| Freshman. | | Sophomore. | |
|------------------------------|--------|---------------------------------|--------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Agriculture 1..... | 3 | Education 2..... | 3 |
| Biological Science 2..... | 3 | English 4, 5, and 6, or 7 or 14 | 9 |
| Drawing 1 or Music 1..... | 3 | History 3, 4..... | 6 |
| Education 1..... | 3 | Mathematics 5, 6..... | 6 |
| English 1, 2, 3..... | 9 | Reading 1..... | 3 |
| History 1, 2..... | 6 | <i>Major:</i> | |
| Mathematics 2, 4, 20..... | 9 | Home Economics 1, 2, 3.... | 9 |
| Physics 17, 18) | | <i>Minor:</i> | |
| Chemistry 1, 2)..... | 6 | Chemistry 1, 2) | |
| (6 hours)) | | (6 hours) | |
| <i>Elective:</i> | | Physics 16, 17, and 18,) | |
| (3 hours)..... | 3 | or 19) | |
| | | (3, 6, or 9 hours) | |
| | | Manual Training 1).... | 9 |
| | | Biological Science 3) | |
| | | (3 hours) | |
| | | Drawing 1) | |
| | | (3 hours) | |
| | 45 | | 45 |
| Junior. | | Senior. | |
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 101, 104 and 111 | | Chemistry 214, 215, 217.... | 9 |
| or 106..... | 9 | Education 205 or 204, 212 | |
| English 101, 102 and 103, or | | and 106 or 202..... | 9 |
| 207 or 208..... | 9 | English 301, or 207 or 208 | 3 |
| Manual Training 101..... | 3 | History 301..... | 3 |
| Sociology 102..... | 3 | Sociology 203..... | 3 |
| <i>Major:</i> | | <i>Major:</i> | |
| Home Economics 101, and 102 | | Home Economics 201, 202, | |
| or 110 and 111 and 103 | 9 | 203 | 9 |
| <i>Minor:</i> | | <i>Elective:</i> | |
| Chemistry 107, 108) | | Teaching course) | |
| Biological Science 107).... | 9 | (3 hours) | |
| <i>Elective:</i> | | Manual Training 205) | |
| Biological Science 105) | | (3 hours) | |
| Chemistry 110).... | 3 | Home Economics).. | 9 |
| Manual Training 205) | | (3 hours) | |
| History 110 or 111..... | 3 | Drawing) | |
| | | (6 hours) | |
| | 45 | | 45 |

LANGUAGE

| Freshman | | Sophomore | |
|--|----------|---|----------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Agriculture 1..... | 3 | Education 2..... | 3 |
| Biological Science 2..... | 3 | English 4, 5 and 6 or 14..... | 9 |
| Drawing 1 or Music 1..... | 3 | History 3, 4..... | 6 |
| Education 1..... | 3 | Mathematics 5, 6..... | 6 |
| English 1, 2, 3..... | 9 | Reading 1..... | 3 |
| History 1, 2..... | 6 | <i>Major:</i> | |
| Mathematics 2, 4, 20..... | 9 | Foreign Language..... | 9 |
| Foreign Language..... | 9 | <i>Elective:</i> | |
| | | Chemistry 1, 2) | |
| | | Physics 17, 18) | |
| | | (6 hours)) | |
| | | Home Economics 1, 2, 3) | |
| | | (3 or 9 hours)).. | 9 |
| | | Manual Training 1, 2, 3) | |
| | | (3 or 9 hours)) | |
| | | Free) | |
| | | (3 hours) | |
| | <hr/> 45 | | <hr/> 45 |
| Junior | | Senior | |
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 101, 104 and 111 or 106 | 9 | Education 204, 212 and 106 or 203..... | 9 |
| English 101, 102, 103..... | 9 | English 301, 207, 208..... | 9 |
| Sociology 102..... | 3 | Sociology 203..... | 3 |
| History 102, 103, 104, 208.. | 6 | <i>Major:</i> | |
| <i>Major:</i> | | Foreign Language..... | 9 |
| Foreign Language..... | 9 | <i>Minor:</i> | |
| <i>Elective:</i> | | Foreign Language) | |
| Chemistry 107, 108) | | English 207, 208, 203, 311) | |
| Physics 101, 102, 103 or) | | or 312 (3 hours)) | |
| 104) | | History 301 or 302 or 313) | |
| (6 hours)) | | Chemistry 109 or 110, 214,) | |
| Home Economics 101,) | | 215) | 9 |
| 102, 103) | | Physics 101, 102, 103 or) | |
| (3 or 9 hours)) | | 104) | |
| Manual Training 101,).. | 9 | Mathematics 107, 109, 208) | |
| 102 or 205, 103) | | or 112) | |
| (3 or 9 hours)) | | <i>Elective:</i> | |
| Foreign Language) | | Teaching course..... | 3 |
| (9 hours)) | | Free. | 3 |
| Free) | | | |
| (9 hours)) | | | |
| | <hr/> 45 | | <hr/> 45 |

MANUAL TRAINING.

| Freshman | | Sophomore | |
|--------------------------------------|----------|--|----------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Biological Science 2..... | 3 | English 4, 5 and 6 or 7..... | 9 |
| English 1, 2, 3..... | 9 | History 3, 4..... | 6 |
| History 1, 2..... | 6 | Education 2..... | 3 |
| Education 1 or 15..... | 3 | Mathematics 5, 6..... | 6 |
| Drawing 1 or Music 1..... | 3 | Reading 1..... | 3 |
| Mathematics 2, 4, 20..... | 9 | Manual Training..... | 9 |
| <i>Elective:</i> | | <i>Elective:</i> | |
| Chemistry 1, 2..... | 6 | Physics 17, 18 or 19..... | 6 |
| Free | 6 | Free | 3 |
| | <hr/> 45 | | <hr/> 45 |
| Junior | | Senior | |
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 101, 104, 106 or 111 | 9 | Education 202, 212 and 106 or 204..... | 9 |
| English 101, 102, 103..... | 9 | English 301, 207, 208..... | 3 |
| Sociology 102..... | 3 | Sociology 203..... | 3 |
| Mathematics 107..... | 3 | History 415, 313..... | 3 |
| <i>Major:</i> | | Mathematics 208, 210..... | 6 |
| Manual Training 101, 102, 103 | 9 | <i>Major:</i> | |
| <i>Minor:</i> | | Manual Training 201, 202, 203 9 | |
| Chemistry 107, 108, 109 or) | | <i>Minor:</i> | |
| 110) | | Manual Training 301) | |
| Physics 101, 102, 103, 104) | | (3 hours))..... | 9 |
| Biological Science 101, 102,) 9 | | Science) | |
| 103) | | Agriculture) | |
| Free | 3 | Mathematics) | |
| | <hr/> 45 | Teaching course..... | 3 |
| | | | <hr/> 45 |

PRIMARY ARTS.

ELEMENTARY SCHOOL.

| Freshman | | Sophomore | |
|-----------------------------|--------|--------------------------------|--------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Agriculture 1..... | 3 | Education 2..... | 3 |
| Biological Science 2..... | 3 | English 4, 5 and 6 or 14... 9 | 9 |
| Drawing 1 or Music 1..... | 3 | History 3, 4..... | 6 |
| Education 1..... | 3 | Mathematics 5, 6..... | 6 |
| English 1, 2, 3..... | 9 | Reading 1..... | 3 |
| History 1, 2..... | 6 | <i>Elective:</i> | |
| Mathematics 2, 4, 20..... | 9 | Drawing 1 or Music 1..... | 3 |
| <i>Elective:</i> | | Home Economics 1, 2, 3..... | 9 |
| Chemistry 1, 2) | | Foreign Language | |
| Manual Training 1, 2) | | (9 hours) | |
| Drawing 1 or Music 1)..... | 9 | or | |
| or) | | Manual Training 1, 2)..... | 6 |
| Foreign Language) | | Physics 17, 18) | |
| <hr/> | | <hr/> | |
| 45 | | 45 | |
| Junior | | Senior | |
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 104, 107, and 111 | | Education 205, 212 and 207, | |
| or 108..... | 9 | or 203 | 9 |
| English 101, 102 and 103, | | English 207, 208, 301, 311, | |
| or 207 or 208..... | 9 | 312 | 9 |
| History 109..... | 3 | Sociology 203..... | 3 |
| Sociology 102..... | 3 | <i>Major:</i> | |
| <i>Major:</i> | | 6 of either Drawing or Music) | |
| Drawing 103, 205) | | 3 of either Drawing or Music) | 9 |
| (3 or 6 hours) | | <i>Minor:</i> | |
| Music 103, 104) | 9 | Home Economics 101, 102,) | |
| (3 or 6 hours) | | 103) | |
| <i>Minor:</i> | | (6 or 9) | |
| Home Economics 101, 102,) | | Science) | 9 |
| 103) | | Agriculture 102) | |
| Manual Training 101, 102,) | 9 | History 208, 204) | |
| or 205, 103) | | Foreign Language) | |
| Science) | | Elective..... | 6 |
| Foreign Language) | | <hr/> | |
| <i>Elective:</i> | | 45 | |
| Free | 3 | <hr/> | |
| <hr/> | | 45 | |

Note: Six (6) hours of related subjects may be substituted for 6 English hours with approval of Department of Education.

Not more than two years of foreign language should be taken in the Primary Arts course.

SCIENCE-MATHEMATICS.

| Freshman | | |
|---------------------------|---|--------|
| <i>Constants:</i> | | Hours: |
| Biological Science 2..... | 3 | |
| English 1, 2, 3..... | 9 | |
| History 1, 2..... | 6 | |
| Mathematics 2, 4, 20..... | 9 | |
| Drawing 1 or Music 1..... | 3 | |
| Education 1..... | 3 | |
| Agriculture 1..... | 3 | |
| <i>Elective:</i> | | |
| Chemistry 1, 2) | | |
| Physics 17, 18)..... | 6 | |
| Free | 3 | |

 45

| Junior | | |
|--|---|--------|
| <i>Constants:</i> | | Hours: |
| Education 101, 104 and 111 or 106..... | 9 | |
| English 101, 102 and 103 or 207 or 208..... | 9 | |
| Sociology 102..... | 3 | |
| <i>Major:</i> | | |
| (1) Mathematics 109, 107) and 208 or 115) | | |
| (2) a. Chemistry 107, 108,) 109) | 9 | |
| b. Physics 101, 102,) 103) | | |
| c. Biological Science) 101, 102 103) | | |
| <i>Minor:</i> | | |
| Any of the unelected majors) | | |
| History 106, 109, 111) | | |
| Manual Training 101, 102,) or 205, 103) | 9 | |
| Home Economics 101, 102,) 103) | | |
| Free | 6 | |

 45

| Sophomore | | |
|---|---|--------|
| <i>Constants:</i> | | Hours: |
| English 4, 5 and 6 or 7..... | 9 | |
| History 3, 4..... | 6 | |
| Education 2..... | 3 | |
| Mathematics 5, 6..... | 6 | |
| Reading 1..... | 3 | |
| <i>Elective:</i> | | |
| Physics 17, 18) | | |
| Chemistry 1, 2)..... | 6 | |
| (6 hours)) | | |
| Manual Training 1, 2, 3) (3 or 9 hours)) | | |
| Biological Science 3) | | |
| Home Economics 1, 2, 3) (3 or 9 hours)) | | |
| Drawing 1 (3 hours))...12 | | |
| or) | | |
| Foreign Language) (9 hours)) | | |

 45

| Senior | | |
|---|---|--------|
| <i>Constants:</i> | | Hours: |
| Education 204, 212 and 106 or 202..... | 9 | |
| English 301 or 207 or 208... | 3 | |
| Sociology 203..... | 3 | |
| <i>Major:</i> | | |
| (1) Mathematics 210, 214) 216) | | |
| (2) 9 hours of (a) or (b)) 9 or (c) of Junior) | | |
| <i>Minor:</i> | | |
| (1) 9 hour Science or | | |
| (2) 9 hours of Mathematics.. | 9 | |
| <i>Elective:</i> | | |
| Teaching course..... | 3 | |
| 9 hours of related subjects.. | 9 | |

 45

DEGREE COURSES

Beginning with the session 1918-19 the Southwest Texas State Normal College offers courses in the College Junior and College Senior years, leading to the degree of Bachelor of Arts or Bachelor of Science in Education. Graduation under the four-year Diploma Course of the Texas State Normal Colleges, or the completion of two years' work of college rank, including the standard college entrance units, is prerequisite for admission to Degree Courses.

The degree of Bachelor of Arts will be conferred on students who complete two college years in foreign language in addition to two years of high school foreign language; degree of Bachelor of Science will be conferred upon other students completing the College Junior and College Senior years. Ninety term-hours must be completed in the College Junior and College Senior years, 180 term-hour in all, in both Diploma and Degree divisions, being required for a degree. Forty-two term-hours must be in Education; 36 to 54 term-hours in an academic major; 27 term-hours in an academic minor; and 18 term-hours in a second academic minor. Candidates for a degree shall also present 18 term-hours of English, 9 term-hours of Social Science; 9 term-hours of Laboratory Science; and 9 term-hours of Mathematics, provided that the requirement with reference to Mathematics shall apply to the B. A. degree only.

AGRICULTURE

MR. NELSON

ELEMENTARY COURSES

1. **Elementary Agriculture.** A general course in Agriculture designed to prepare the student to teach the subject in the one-teacher rural school, and to lay a foundation for further work in this subject.

3. **Live Stock Feeding and Judging.** This course consists of the study of the nutritive value of various feeds, the balancing of rations, and the consideration of the types of animals best suited for the dairy, for pork, for draft purposes, etc.

Prerequisite, Agriculture 1 or its equivalent.

COLLEGE COURSES

102. **School and Kitchen Gardening.** The principles of planning and the management of the school garden and the kitchen garden will be studied and used in demonstration. The course is intended to prepare the student to plan rotations of vegetables that will furnish the table every week in the year.

Prerequisite, Agriculture 1 or its equivalent.

103. See Sociology 101.

104. Plant Propagation and Culture. The study of plants, relative to heredity, environment, and improvement will be taken up in some detail. The class work will be supplemented and intensified by demonstration in the field and garden. Special work will be done in cotton classing relative to the standard grades.

Prerequisite, Agriculture 1 or its equivalent.

206. Farm Dairying and Creamery Management. The planning and management of the farm dairy, the economy of feed, labor, and the relation of the farm dairy to the maintaining of soil fertility will be studied. The handling of milk in the most sanitary manner, and the disposition of dairy and creamery products in the most profitable form will be discussed in detail. Demonstrations will be made with the Babcock milk tester and the cream separator.

Prerequisite, Agriculture 1 or its equivalent.

207. Irrigation and Drainage. Practical rather than theoretical irrigation will receive most attention. The behavior of different plants and soils when receiving excess of water will be closely studied. Ditches, levees, power pumps, and water supplies will be considered in some detail. The department is equipped with a gas engine, irrigation pump, and an overhead system of applying water. Practically every phase of the irrigation problem may be seen in operation.

Prerequisite, Agriculture 1, Mathematics 214, and Physics 17 and 18 or their equivalent.

209. Soil Physics and Management. The physical properties of soils will be closely studied with special stress on the texture and structure. The management of different soils relative to maintaining good aeration and sufficient moisture will be studied and demonstrated. Actual field experiments will be made.

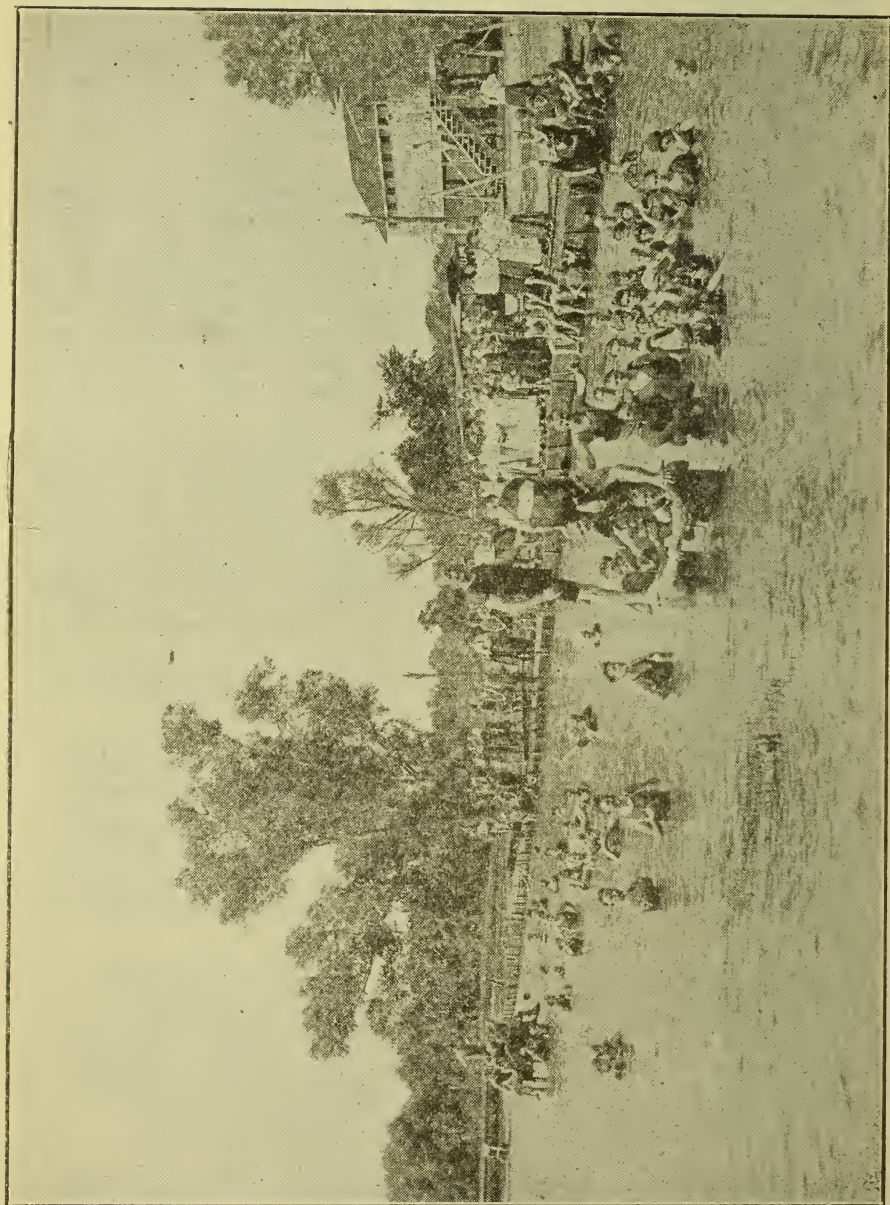
Prerequisite, Agriculture 1, and Physics 17 and 18 or their equivalent.

308. Farm Crops. The life history and improvement of the plants which constitute our standard crops will be studied and demonstrated under field conditions. It will be shown how special conditions of labor, location, and shipping facilities determine largely what crops can be profitably grown.

Prerequisite, Agriculture 1 and 104 or their equivalent.

310. Public School Agriculture. It is the aim of this course to prepare teachers to introduce and promote successfully the study of Agriculture in the public schools. The needs and facilities of different communities, from the one-teacher school to the Agricultural High School, will be the basis for the work.

Prerequisite, Agriculture 1 and 102 or their equivalent.



NORMAL RIVER RESORT

BIOLOGICAL SCIENCE

MR. STANFIELD

ELEMENTARY COURSES

1. **Physical Geography.** This course includes a brief review of descriptive geography and a study of the subjects usually covered in a high school physical geography.

2. **Sanitation and Hygiene.**

3. **Zoology.** In this course the students will study types of the branches of the animal kingdom. The natural history of the subject will be emphasized rather than the technical, with a view to preparing the students to teach nature study in the schools. A special study will be made of insects injurious to farm and garden crops, and the means of controlling them will be explained and demonstrated as far as time and opportunity will permit. Attention to field work will be given in certain groups.

COLLEGE COURSES

101, 102, 103. **General Biology.** This course of a full year in general biology is offered to Junior students in the Science-Mathematics group who desire to stress the biological science work.

105. **Advanced Physiology.** This is an advanced course offered for Home economics students.

Prerequisite, Course 2 or its equivalent.

106. **General Biology.** An elementary course in general biology for students in the Home Economics and the Primary Arts groups.

107. **Bacteriology.** A strong course in classroom and laboratory bacteriology for students in the Home Economics group. This course presumes a good course in general chemistry and the equivalents of courses 105 and 106 as a foundation for the work offered.

201, 202, 203. **Botany.** An advanced course in botany planned to meet the needs of Senior students in the Science-Mathematics group who are making the biological science work the major.

213. **The Teaching of Geography.** The State Course of Study in geography furnishes the basis for the work. Exercises are given in map-drawing, modeling, and charting. Emphasis is given to lesson planning and observation work.

301, 302, 303. **Zoology.** This is a course in advanced zoology in which the study of types of the leading phyla of the animal kingdom will be emphasized. Hegner's College Zoology will be used.

CHEMISTRY

MR. MILLER

ELEMENTARY COURSES

1. Elementary Chemistry.**2. Elementary Chemistry.** A continuation of course 1.

These two units cover the ground usually considered in high school chemistry, and lay the foundation for further work in chemistry. Much laboratory work is done, and a constant effort is made to relate the work in chemistry to the daily needs of the pupils, and to show the importance of this science in the industrial development of the nation.

3. Household Chemistry. This is a qualitative and descriptive introductory course in general chemistry, and is intended to give the pupil some understanding and appreciation of the important applications of chemistry arising in the study of agriculture, home economics, physiology, etc., and to prepare the way for further study of chemistry later in the course.

COLLEGE COURSES

107. General Chemistry.**108. General Chemistry.** A continuation of course 107.

These two units constitute the general chemistry for the first college year. The equivalent of high school chemistry or of courses 1 and 2, as a preparation is desirable but not absolutely necessary. Students who are otherwise prepared to enter the college work may begin the study of chemistry with these courses.

109. Qualitative Analysis. This is an introductory course in the elements of qualitative analysis, and, with the two courses in general chemistry described above, constitutes the full year in chemistry. These courses are the basis for all the other work in chemistry and should be taken before attempting any of the other courses in chemistry.

110. Applied Chemistry. This unit in chemistry is planned to meet the needs of students in home economics and allied groups. It gives attention to the practical applications of chemistry in the household and laboratory. Important applications of chemistry in industrial development will receive due attention throughout the course.

Prerequisites, 107 and 108.

214. Elementary Organic Chemistry.

215. Organic Chemistry. A continuation of course 214.

The aim of these two units, which should be taken in consecutive terms and in the order of numbers, is to present the ground work of organic chemistry and to prepare the way for further work in the study of the chemistry of foods and of physiological chemistry which will be needed by students who are specializing in home economics or in biological sciences. At the same time a foundation is laid for the study of advanced organic chemistry or other phases of pure chemistry.

216. Quantitative Analysis. This course is an introduction to quantitative analysis. A series of carefully planned determinations of composition of a few selected substances will be made in the laboratory, and such discussion of principles and theory as is necessary to a clear understanding of the fundamentals of analysis will be given in lectures and recitations. An additional unit in quantitative analysis will be offered to students who desire further work in this line.

Prerequisites, 107, 108, and 109.

310 and 311. Advanced General Chemistry. A course in general chemistry taking up some of the most important phases of modern theoretical and physical chemistry. The work will consist of laboratory work and lecture-recitations in this very important field.

217. Physiological Chemistry. A course dealing with some of the fundamental problems of chemistry of vital processes will be given as the need for this course arises for those in the groups making biology or home economics their major work.

COMMERCIAL BRANCHES

Courses offered in Stenography, Typewriting, and Bookkeeping. Students may elect three terms of commercial work during the Freshman and Sophomore years.

DRAWING

MISS PITTS

ELEMENTARY COURSES

1. An elementary course for beginners in drawing. A study of tree forms, their characteristic shapes and growth; use of trees in simple landscape composition; using pencil and crayon; still life composition; design applied to book covers, titles, and vase forms; lettering; story illustrating; free hand perspective.

2. A continuation of course 1, with special attention to composition; the arrangement of two objects within a given space; the use of trees in landscapes after a study of trees from nature and photographs; the study of leaf forms for use as units of design; making borders and all over patterns from these design units; story illustrating; pose drawings, students as models; angular perspective; lettering; study of color; painting landscapes, fruit, and flowers in color.

COLLEGE COURSES

103. Study of light and shade; work in values; decorative lettering; making monograms; original designs using birds or animals as units after studying the forms from photographs; color harmony applied to costume; pose work; construction work combined with applied design; memory drawing; perspective of rooms.

Prerequisite, 1 or 2.

104. A more extended study of color; warm and cold colors considered in relation to house interiors; advanced design; new types of lettering, block printing, cast drawing; perspective of houses.

Prerequisite, 103.

206. Sketching from costume models.

Prerequisite, 103.

307. Poster making, with special study of its adaptation to the announcement of school activities and war relief benefits.

Prerequisite, 103.

308. Advanced crafts: metal work; pottery making; book binding; applied design.

Prerequisite, 205.

EDUCATION

MR. WOODSON, MISS FALLS, MR. HARRY

ELEMENTARY COURSES

1. School Management. This course offers a brief introduction to the various problems of school management. Some of the general topics considered are: the qualifications of teachers, organizing and grading schools, classifying pupils, examinations, promotion, discipline, and the school as a social center.

15. Rural School Management. Particular attention will be given to the problems incident to the country school, such as organization, the daily schedule, classification, correlation and alternatives, community co-operation, and the relation of the course of study to the life of the community.

2. Elementary Psychology. The aim of this course is to make a practical study of the fundamentals of mental life, its nature and growth. Some applications are developed in reference to school room practice and everyday human relations. The work includes discussions, notes, readings, lectures, and reports on assigned topics.

COLLEGE COURSES

106. Advanced Educational Psychology. This course combines the important topics of general and educational psychology, and thus forms the basis for specific courses in educational theory and practice. Emphasis is placed on instincts, habits, memory, association, and economy of learning.

Prerequisite, 2 or 111.

111. Educational Psychology. Required of graduates from high schools. This course is adapted to the needs of students who enter from affiliated high schools, having had no work in educational subjects.

101. Management. This course is arranged to meet the needs of students preparing to teach in elementary schools. It deals with the organization and disciplinary phase of the classroom. Types of classroom exercises, student co-operation, hygiene of instruction, playground supervision, and professional ethics will be studied.

Prerequisite, one course in psychology.

104. Principles of Teaching. This course develops, formulates, and applies through illustrative situations the fundamental principles of teaching. It also gives observation of the application of these principles in the Training School. Discussions follow the lessons observed.

Prerequisite, 106 or 111.

107. Primary Methods. This course includes the teaching of reading, language, stories, rhymes, and poems in the first three grades. The relation of phonics to spelling, and writing to language, is considered. Seat work in connection with these studies receives attention.

Prerequisite, 104 and 111 or 106.

102. Methods. This course deals with special methods of teaching the elementary branches. It is arranged especially to meet the needs of those who will be called upon to teach in the grades or in the village and rural schools.

Prerequisite, one course in psychology.

108. Child Study. This course deals with the problems of development, both physical and mental. It emphasizes the striking differences between children and adults, and shows that childhood is a transitional state. Both normal and abnormal phases of development will be considered.

Prerequisite, 2 or 111.

203. Teaching Reading and English in Intermediate Grades. Specific problems of teaching language in intermediate grades, including composition, reading, spelling and writing; aims and values of English instruction; special methods of teaching difficult topics in grammar, composition, and literature; ways of inducing children to read and appreciate good literature; correlation of reading and language work with other subjects. The problem method will be introduced in lesson planning.

204. History of Education in Modern Times. This course considers the institutions and educational theories of the past only in their relation to the present. Some of the topics studied are the evolution of our present day tendencies from the Renaissance to Rousseau; and the contributions to education by Erasmus, Luther, Herbart, Locke, Froebel, Rousseau, Pestalozzi, and living educators.

205. History of Elementary Education. The aim of this course is to trace the origin of the problems of elementary education through the history of the past. The influence of Rousseau, Pestalozzi, Herbart, Froebel, and Lancaster will be stressed. The present condition of elementary education in different civilized countries will receive consideration.

207. Industrial Studies in the Primary Grades. This course is for those who are specializing in the teaching of primary grades. Topics are: place and value of social and industrial studies in primary grades; subject matter in relation to the child's interests, environment, and development; how the work unifies and vitalizes the formal subjects, and provides for expression through hand-

work. Its relation to language, basal literature, and nature study is emphasized. Much of the time is given to projects in handwork. Prerequisite, 104 and 111 or 106.

202. Vocational Education and Guidance. This is a course that deals with some of the largest and most interesting present day problems in the entire field of education. Some of the topics to be studied are: growth of the vocational education movement; meaning and purpose of prevocational education; the Smith-Hughes Law and its operation; meaning and purpose of vocational guidance. The course will be of especial interest to superintendents and principals and to any teacher who has an interest in helping boys and girls to an intelligent choice of a life work.

212. Teacher Training Course. The primary object of this course is to afford an opportunity for practice teaching in the Training School. Students may teach in any of the grades from the first through the ninth, all teaching being under the immediate direction of a grade supervisor. In order that the student's work may be most effective, frequent conferences with the supervisor are necessary. All teaching is required to be carefully planned beforehand. To promote efficiency in teaching the following topics are studied: aims of teaching, selecting and organizing subject matter, method of presenting subject matter, lesson planning and lesson types. Each of these topics is illustrated by the observation of lessons taught by Training School supervisors. The student teacher is given practical experience in teaching and managing groups of pupils.

Prerequisites, 104 and one course in methods.

301. Public School Systems. The purpose of this course will be to acquaint the student with the institution in which he most probably will work. It includes the development of the public school idea, the evolution of the institution, present status of the profession of teaching, ways of improving the profession, means of financing, relation of state, county and community to the public school, and a comparison with private schools.

302. The High School Curriculum. This course includes a comparison of the modern high school curriculum with the older curricula, a critical study of the curriculum, the modern tendencies toward utilitarian subjects, the relation of the course of study to retardation, elimination, and expense of maintaining the high school.

304. Socialization of the Elementary Curriculum. This course is for College students of any group, especially those who are preparing to be principals or supervisors. It gives studies of the ways and means of socializing the elementary curriculum.

305. Mental and Educational Measurements. This course will consider the recent standards of educational measurements and their value. Students will be familiarized with the system of mental tests employed for detecting mental defectives and as a basis for vocational guidance.

Prerequisite, 111 or 106.

401. Practice Teaching. This course is required of all candidates for degrees. Observation of classroom management and instruction will furnish the basis for considerable class discussions. Students will be required to make lesson plans, conduct recitations, and write criticisms on the recitation.

402. Supervision and Administration. This course trains teachers for service in organizing and supervising city and town schools. Subjects along the following lines will be developed: measuring educational products, efficiency standards, qualities of merit and causes of failure in teachers, selection of teachers, and relation of teachers to community.

403. Principles of High School Education. Fundamental principles of high school organization; reorganized high school; relation of high school to a state system and to a community; articulation with lower and higher institutions; teachers; student organizations; psychology as applied to high school subjects.

404. The Psychology of Learning. In this course two days per week of double periods will be required for laboratory work and two days for class work. Experiments will be conducted by all students in ways of learning. Especial emphasis will be given to transference, fatigue, and interference. General applications of principles worked out will be made to the learning process in school education.

Prerequisites, 106 or 111.

413. History of Education in the United States. This course is designed to give a full history of the growth of American education from various ideas brought by the colonists from different European countries. It shows how the European institutions were first transplanted into America and how they were transformed to suit the new conditions of the undeveloped country. It represents the factors that have ever tended to secularize education, shows the origin of our public free school system, and the rise of our colleges and universities. It pays special attention to America's greatest educators, and to the work accomplished by the educational societies and organizations.

ENGLISH

MR. THOMAS, MR. HARRISON, MR. MILLS, MR. BURK

The aim of the instruction in English is to train the student to habits of accurate thought-getting and effective thought-presentation and to give him some knowledge of the development of the literature and the language. Stress will be laid, first, on the fundamentals of grammar and the principles of composition as they apply to his work, and then on the development of the literature and the language. Throughout his course the student will be required and encouraged to read as widely and as intelligently as his "conveniences" for thought-apprehension and literary interpretation will allow.

ELEMENTARY COURSES

1. Grammar. Instruction in the fundamentals of English grammar, with special attention to analysis and synthesis of sentences; oral and written reports upon the following or their equivalents: The Man Without a Country, Rip Van Winkle, The Legend of Sleepy Hollow, The Great Stone Face, Mr. Higginbotham's Catastrophe, Dr. Heidegger's Experiment, Treasure Island, the Call of the Wild, a Christmas Carol, Paul Revere's Ride, The Courtship of Miles Standish, John Gilpin's Ride, Horatius.

Text: Kittredge and Farley's *Advanced English Grammar*, Parts 1, 2, 3.

2. Grammar, Composition. Further practice in the analysis and synthesis of sentences; instruction in the elements of English composition and their practical application to letter-writing and business correspondence. As collateral work the student will read and make written reports upon: (a) Church's *The Story of the Iliad*; (b) any three (3) works of standard fiction, adventure, or poetry that the instructor deems suited to the needs of the class.

Text: Herrick and Damon's *New Composition-Rhetoric*, Part 2.
Prerequisite, 1.

3. Composition, Literature. Instruction in the elements of English composition; abundant practice in writing short themes; reading and study of selected classics, especially narrative prose and verse.

Text: Herrick and Damon's *New Composition-Rhetoric*, Parts 3, 4 and 5.

Prerequisite, 2.

4. Composition. Elementary Exposition. A continuation of English 3, which is prerequisite. Further instruction and practice in the organization of expository short themes, outlines, reports, summaries; such readings in literature as the instructor may deem necessary to supply materials for illustration and practice.

Text: Canby and Opdycke's *Elements of Composition*.

Prerequisite, 3 or its equivalent.

5. Elementary Argumentation. This course complements English 4, which is prerequisite. Its subject matter is informal argumentation and debating. Stress will be laid more on the determining of the issues and the finding and ordering of the material than on the actual writing out of formal argument.

Text: Canby and Opdycke's *Elements of Composition*.

Prerequisite, 4 or its equivalent.

6. Narration and Description. This course complements English 4, which is prerequisite. In it instruction and practice in the preparation of narrative and descriptive themes will be given, and some consideration will be had of narrative and lyric poetry.

Text: Canby and Opdycke's *Elements of Composition*.

Prerequisite, 4 or its equivalent.

7. Business Correspondence. This course is adapted to the needs of those students who wish to take stenography and typewriting. In it the principles of composition as they apply practically to business and office correspondence will be studied, and the student will be afforded abundant and varied practice in business correspondence that demands an application of the four forms of composition. May be taken in place of English 6 or as an elective.

Prerequisite, 4 or its equivalent.

14. Types of Literature. This course may be substituted for English 6 or may be taken as a free elective. Its subject matter will be abundant reading in one or more types of literature, supplemented by class discussions, written reports, and reviews. The material to be studied will be determined by the needs of the class, and will therefore vary from year to year.

Prerequisite, 4.

17. Fundamentals of Oral English (also listed as Reading 1). This course will consider the fundamentals of oral English as exemplified in reading and speaking. In it the student will be trained in the art of getting the thought accurately from the printed page, interpreting it intelligently and presenting it effectively. A textbook will be used to present the theory, and the student will be required to do original work in both interpretation and presentation.

COLLEGE COURSES

101. Exposition. This course is designed to ground the student in the theory, the materials, and the principles of English composition, and to give him practice in writing themes and in making plans, outlines, reports, abstracts, reviews, and such other practical work as he will need to know in pursuing his work in this and other departments.

Text: Canby's *English Composition in Theory and Practice*.

Required of all Juniors. Prerequisite to any College Course in English.

102. Argumentation. A continuation of English 101, with stress on the materials and processes of argumentation, especially informal argumentation. In addition some general practice in original composition of different kinds will be given.

Text: Canby's *English Composition in Theory and Practice*.

Required of all Juniors. Prerequisite, 101 or its equivalent.

103. Representative American Literature. The content of this course will be the study of the development of American literature. As much actual reading as is practicable will be given, which will serve as the material for the making of oral and written analyses, criticisms, and reports as a continuation and application of the theory of composition learned in English 101 and English 102.

Text: Wendell and Greenough's *Literature in America*.

Prerequisite, 101 or its equivalent. Should follow 102, if possible.

104. Public Speaking and Dramatics (also listed as Reading 104). This course will consider the fundamental principles of expression, including training in voice, pronunciation, and bodily expression as means of interpretation. Some instruction will also be given in story-telling and dramatics.

207. English Literature from Shakespeare to Thomson. A study of the development of English literature from Shakespeare to Thomson, with as much actual reading and class discussion of the literature studied as is practicable.

Prerequisite, 101 and 102.

208. English Literature from Thomson to Browning. A continuation of 207, which should precede it. As much actual reading of typical specimens of the literature of the period as is practicable, supplemented by class discussions, reports, criticisms, and reviews.

Prerequisite, 101 and 102.

203. Contemporary Literature. In this course a study is made of the trend of the most noteworthy new or recent poetry and fiction. Extensive reading in the current magazines and in the library will be required, and some attempt will be made to develop the power of criticism.

Prerequisite, 101 and 102. Should follow 208.

204. Argumentation and Debate (also listed as Reading 204) This course is designed primarily for those who expect to take part in the debating activities of the institution. The preparation, organization, and delivery of debating work will be considered. May count either as an elective or as the required unit of Senior English.

Prerequisite, 101 and 102.

301. Advanced Composition. A constructive course in written and oral composition based upon personal investigation and library research work. Demonstrated talks along lines in which the student

is interested will constitute a part of the practice work of the course, the main purpose of which is to fit the student for constructive work in English which he will meet in life, such as papers and talks before teachers' associations and clubs.

Prerequisite, 101 and 102.

311. History of English Syntax. Old English. This course should reveal the bearing of Old English on Modern English Syntax. A study of Old English based on Smith's Old English Grammar, and a rapid survey of Modern English Grammar based on Nesfield's English Grammar, Past and Present, will constitute the material of the course.

Prerequisite, 101 and 102.

312. History of English Syntax. Middle English. A continuation of 311, which should precede it. Special attention to the reading of Chaucer and to the development of modern English Syntax.

Prerequisite, 101 and 102.

401. The Drama Before Shakespeare. Elective. A study of the origin and development of the drama, with as much reading of typical specimens as is practicable.

Prerequisite, 312.

402. Shakespeare. Elective. Reading and study of selected comedies and tragedies not studied in the previous courses.

403. Modern Drama. Types of dramatic art from Ibsen to the present.

Prerequisite, English 101.

406. The Teaching of English. A professional course for those who wish to teach the subject in the high school or the grades, involving a study of the place of the English teacher in the schools, his problems, and some proposed solutions of them; and the collection and arrangement of non-textbook material that may be of practical use to him in meeting the demands made upon him.

FRENCH

MISS ESKRIDGE

To meet the extraordinary demands of the present, a department of French will be maintained offering five years' work in this language. These courses will be elective on the same basis as other modern language courses.

ELEMENTARY COURSES

1, 2, 3. Elementary French. Grammar, composition and conversation. Reading of easy prose, poetry, and one or more comedies. Dictation.

4, 5, 6. Intermediate Composition and Conversation. Dictation. Classics selected from such authors as Malot, Sand, Maupassant, Dumas, and Dandet.

COLLEGE COURSES

101, 102, 103. The Literature of the Classic Period. Conversation and advanced composition. Lectures and reports on French literature. Collateral reading.

201, 212, 203. The Romantic Movement in France. The beginning of this movement, with special study of its principal representatives. Weekly themes in French. Collateral reading from the French literature of the nineteenth century.

301, 302, 303. The Development of the French Novel. Readings in French translations from the principal foreign literatures that have assisted in the creation of this *genre* in French literature, and lectures and reports on them.

GERMAN

MISS HORNSBY

While the reading of carefully chosen, inspiring texts is emphasized, the aim in each German course is to provide as much training as possible in all the disciplines of modern language study, reading, grammar, conversation, and composition. In a general way the student is expected to gain ability to read with fair fluency, a better understanding of the grammatical structure of both the English and the German languages, some ability to speak and understand German, some knowledge of the literature, the history, the manners and customs, of Germany and the Germans.

ELEMENTARY COURSES

1, 2, 3. This course in German for beginners comprises elementary grammar and easy reading, with practice in speaking and writing German. a. Grammar: Drill in the elements of grammar, the use of the cases, the declension of nouns and adjectives, the conjugation of weak and strong verbs, the use of prepositions. b. Reading: Easy readers, short poems, folk songs. c. Composition: Oral and written exercises based on grammar study and reading.

4, 5, 6. a. More advanced grammar. Review of first year work in grammar. b. Reading: Storm's *Immensee*, Wildenbruch's *Das edle Blut*, and other short stories by good authors, short plays, selected poems, important chapters from books on German life, biographical and historical selections. c. Composition: Oral and written exercises in connection with grammar study and text read. Letters.

Prerequisite, 1, 2, 3, or their equivalent.

107, 108, 109. a. Grammar: Study of syntax. Review of first and second year work in grammar. b. Reading: Schiller's *Wilhelm Tell*, Lessing's *Minna von Barnhelm* or Freytag's *Die Journalisten*. Some modern prose. c. Composition: Oral and written exercises based on text read. Reproductions. Letters. Reports on reading done outside of class. Short themes on German life and history.

Prerequisites, 4, 5, 6, or their equivalent.

210, 211, 212. a. Grammar: Review of elements of German syntax. Review of forms. b. Reading: (1) Selected dramas of Grillparzer, Kleist, Hebbel, Sudermann, and Hauptmann. (2) One historical novel, Scheffel's *Ekkehard* or Hauff's *Lichtenstein*. One of Goethe's dramas. (Some of this reading is to be done outside of class, c. Brief History of German Literature with outside reading of representative works.

Prerequisite, 7, 8, 9, or their equivalent.

In each course after the first year a definite amount of outside reading will be assigned. The learning and singing of German songs will form a part of the work in all the courses.

COLLEGE COURSES

301, 302, 303. Nineteenth Century Fiction. Kleist, Eichendorf, Keller, Meyer, Fontane, Rossegger, Sudermann; representative works.

401. Life and Works of Schiller. Study of two or more of his works; biography; survey of the German literature of the period; Jungfrau von Orleans; Maria Stuart.

402, 403. Goethe. Hermann und Dorothea; Egmont; biography.

404. Nineteenth Century Drama. Witowski's German Dramatists of the Nineteenth Century, Sudermann, Kleist, Grillparzer, Hebbel, Hauptmann.

405. The Teaching of German. New methods and their application to pronunciation, grammar, and reading. Textbooks.



CAMPUS SCENE

HISTORY

MR. BIRDWELL, MR. ARNOLD, MISS WHITE

ELEMENTARY COURSES

1. **United States History to 1789.** A careful survey of the colonial and revolutionary periods of American history. Close attention will be given to the proper methods of studying history. Simple library problems will be attempted.

2 **United States History From 1789 to the Present Time.**

3. **Civics.** A course in practical citizenship. Special attention will be given to the ordinary community institutions and the students' relation to them. The course will be made practical, the students being required to give attention to live community problems.

4. **Nineteenth Century European History.** This course will begin with the French Revolution and will cover the more important problems of European states during the nineteenth century, special attention being given to those problems the influence of which is operative in the affairs of the United States.

5. **Modern Problems.** This course may be elected in place of History 4 or in some cases in addition thereto. It will be an effort to get acquainted with the elementary phases of live public problems as revealed in current literature. Special attention will be given to the use of the library and the ordinary guides and indexes. Students will be taught some of the simpler principles of historical workmanship and will be expected to write a paper showing a thorough study of some question.

6. **Modern European History.** This course will cover the period from the discovery of America to the French Revolution. It may be elected in place of History 4, or, in some cases, in addition thereto.

COLLEGE COURSES

102. **The History of Greece.** This course will comprise a brief survey of the oriental nations and a careful study of the institutional life of the Greeks. Much attention will be given to their artistic and literary achievements.

103. **The History of Rome.** A thorough study of the political achievements of the Roman people. The big social, economic, industrial, and political problems of the Roman people will be carefully considered.

104. **Medieval History.** The object of this course is to give students a broad, sympathetic insight into the lives of their ancestors

from the fourth century to the end of the fifteenth. A considerable amount of collateral reading will be demanded and a thorough study of the rise of national states in western Europe will be undertaken.

105. Current History. A study of present day problems. Open to Freshman and Sophomore students, but can be offered only one time for credit. The best methods of historical workmanship will be developed. The aim of the course is to prepare for intelligent leadership in the solution of live and pressing problems.

106. Industrial History of Modern Europe. This course will consist of a careful study of industrial problems confronting the people of western Europe during the past hundred years, special attention being paid to the industrial development of England, France, and Germany. Not offered in 1918-19.

109. Texas History. Open to all Sophomore students. This course will be a comprehensive study of the making of Texas. While the narrative will not be lost sight of, yet a serious effort will be made to investigate the development of the institutional life of the State, the social and industrial problems confronting our people today, and the most intelligent method of solving these problems. The main object will be to fit the future teachers of Texas for constructive leadership.

110. American History—The Colonial Period. A rather comprehensive study of the problems of colonial America. An effort will be made to determine the physical and spiritual endowments of the Europeans who found homes on the American continent, and how through stress of difficult circumstances such endowments were transformed into American ideals.

111. American History—Formation of the Union. A study of the American Revolution and of the growth of nationalism, comprehending the period from 1763 to 1828.

206. English History. This course covers the period from the earliest time to the death of Queen Mary, emphasis being laid on the development of England's social and political institutions.

207. English History. From the accession of Queen Elizabeth to the present time. In this course, special attention is given to the growth of the present English system of Parliamentary Government, with frequent comparisons between the English and the American practice.

208. Modern Europe. Eighteenth century Europe: the evils of the ancient regime in France; the decline of the French monarchy; the Diplomatic Revolution; the growing power of Prussia; the world-wide dominion of England; European background of the American Revolution; the French Revolution and the Napoleonic Period.

209. The Teaching of Elementary History. In this course an earnest effort will be made to find the place of history in the elementary school curriculum and the results in terms of life and conduct that follow a course in elementary history. A rather extensive survey of the literature bearing on the teaching of elementary history will be made. Special attention will be given to the reorganization of the subject matter of history to adjust it to the needs of the elementary school.

301. Modern Europe, From 1815 to 1917. A critical study of nineteenth century European history. The many points of contact of this wonderful century and the Great War will be stressed and carefully studied. The jealousies and resulting friction, the peculiar educational systems and their purposes, the different types of efficiency of the various European nations, will furnish an abundance of interest.

312. American History. The Period of Sectionalism.

313. American History. The Period Since the Civil War. History 312 and 313 are meant to be comprehensive studies of the periods indicated. Much collateral reading will be demanded. History 313 will inquire into the industrial development of the United States within the past twenty-five years, and a careful study will be made of how the people of the nation have tried to solve their manifold economic, social, and industrial problems.

302. European Institutional History. Such a study of the economic, political, and social institutions of European nations, and especially England, as will make the institutions in America have a greater significance to students of American history.

415. Political Science. A careful study of the fundamental principles of government. National, state, and municipal problems will be considered.

416. The Teaching of History. A careful survey of the literature on the subject of the teaching of history; the elementary principles of historic criticism; directions and practice in historic workmanship; the problem method of presentation, etc. In addition, each student will be required to make an intensive study of a limited period of American history and work out a careful method of presentation. Much attention will be given to history in the grades.

417. The Old South.

418. The New South.

History 417 will give attention to the economic and industrial institutional life of the South which differentiated it from other sections. Special attention will be given to the South's contribution to the life of the nation. The culmination of the course will be an exhaustive study of the development of the mental situation in both North and South which made the Civil War inevitable.

History 418 will undertake to comprehend the reorganization, the transformation, the redemption of every phase of Southern life.

HOME ECONOMICS

MRS. SMITH, MISS BAKER, MRS. TURNER

The purpose of the instruction in this department is to afford both general and specific training in home economics, and to give young women practical instruction in home management, as well as to prepare them for teaching in the public schools. A working knowledge of the principles of physiology and hygiene and some instruction in elementary science are prerequisite for the elementary courses. Prerequisites for the college courses are stated in each instance.

The subject matter of all the courses below is developed by means of reference work, lectures, and recitations, and is supplemented by abundant and varied laboratory practice.

All materials used in the courses in cooking will be furnished by the school. Students will furnish materials for the garments they make for themselves.

For the duration of the war special courses in sewing, knitting, surgical dressings, and home dietetics will be offered in this department in connection with the Red Cross work of the school. This work is open to all students.

ELEMENTARY COURSES

***1. Plain Sewing.** This course deals with the fundamental principles of hand and machine sewing and straight rule drafting. Practice is given in the care and use of the sewing machine. Appropriate materials for underwear are considered. A general study of the vegetable fibres is made. The finished problem is a simple suit of underwear.

†2. Elementary Cooking. A consideration of the principles involved in the selection and preparation of food and its general uses in the body.

†3. The Home: Its Care. An elementary course for homemakers considering the location, construction, hygiene, and management of the home.

**Prerequisite or parallel, Drawing.*

†For Home Economics 2 and 3, Chemistry 1 and 2, and Physics 16 are either prerequisite or parallel.

COLLEGE COURSES

Note: Students entering these courses with no previous training in home economics, and desiring either to major or to choose electives in the subject, must take 110 and 111. Students who have had Home Economics 1, 2, 3, or their equivalent, will take 101 and 102. All first year college students must take 103.

101. Sewing and Textiles. Simple laundering, mending, and a study of commercial and drafted patterns. Animal fibres constitute the textile part of this course. The finished work is more advanced problems in underwear and the making of a school dress.

Prerequisite, Chemistry 1 and 2, and Drawing.

102. Food and Its Preparation. A fundamental consideration of the composition and manufacture of foods and their preparation for reception in the body; practice in the development of skill and efficiency in handling materials and kitchen equipment; class experiments in determining the composition of foods and the physical and chemical changes they undergo in cooking.

Prerequisite or parallel, Chemistry 107, 108, and B. S. 107.

103. Home Sanitation. A study of the sanitary requirements of the home—lighting, heating, ventilation, plumbing, and the disposal of wastes. The students plan a house with special reference to these details, and make a study of the state and municipal laws on housing and sanitation.

110. Sewing and Textiles. A course for students who have had no training in home economics, designed to cover the principles given in 1 and 101. Seven (7) hours per week are required in this course.

Prerequisite or parallel, Chemistry 1 and 2, and Drawing.

111. Foods and Cooking. A course for students who have had no training in home economics, designed to cover the principles and practice developed in 2 and 102. Seven (7) hours per week are required in this course.

Prerequisite or parallel, Chemistry 107, 108 and B. S. 107.

201. Dressmaking and Drafting. A study of line in its general adaptation to different forms; the taking of measurements and drafting by the straight rule system; costume designing. Completed problems, a tailored waist and a cloth dress.

Prerequisite, 101 or 110, and Drawing.

202. Principles of Cooking. A continuation of the principles developed in Home Economics 102, with special attention to vegetables and fruits, their preparation and preservation; and to breads and bread-making.

Prerequisite, 103, or either 102 or 111, and prerequisite or parallel Chemistry 214, 215 and 110.

203. Equipment, Methods, Courses of Study. Planning of courses of study in home economics in public schools; cost of equipment and supplies; and methods of presentation.

Prerequisites, all the Junior College courses above.

301. Textiles and Tailoring. The history of textiles; identification, by microscopic or chemical tests, of fibres and their substitutes; the history of weaving and spinning; clothing budgeting for different incomes and occupations; comparative costs of hand-made garments. Finished problems—a light-weight suit and a lingerie waist.

Prerequisites, 1 or 110, 101, 201, and Chemistry 107 and 108, and 110.

302. Home Management. A study of the factors governing production and consumption in the home; division of family income, as determined by various standards of living.

Prerequisite, Regular Home Economics courses in the Junior College.

303. Dietetics. A consideration of the fundamental problems of human nutrition, with special reference to the proper food requirements; planning of dietaries for families under given sets of conditions, ages, incomes, etc.; the physiology of digestion.

Prerequisite, 2 or 111, 102, 202 and Chemistry 217.

304. Millinery. Elective. A study of the practical and artistic in millinery; the making, covering, and trimming of buckram and wire hat frames; the cleaning, renovating, and use of old materials. Students make at least two complete hats.

Prerequisite, 101 or 110, 201.

305. Advanced Food Preparation. Elective. Experiments in the preparation of foods from the point of view of economy in time, labor, and money; some study of the utilizing of local food products.

Prerequisite, 102, 111, 227, and Chemistry 217.

LATIN

MR. PRITCHETT

ELEMENTARY COURSES

1, 2, 3. **Bennett's First Year Latin.**

4, 5, 6. **Caesar. Gallic Wars**, 4 Books, with grammar and prose compositions.

JUNIOR COLLEGE COURSES

101. **Cicero.** Oration, pro Imperio Pompei, with grammar and prose composition.

102. Four orations against Catiline and Pro Archia, with composition.

103. **Virgil's Aeneid.** Books 1 and 2 with scansion. Courses 101, 102, 103 do not count for college credit for students who take Latin as a major.

201. **Virgil's Aeneid**, Books 3 and 4.

202. **Virgil's Aeneid**, Books 5 and 6.

203. **Horace.** Odes and Epodes.

301. **Horace.** Satires and Epistles.

302. **Livy.**

303. **Cicero's de Senectute and de Amicitia.**

SENIOR COLLEGE COURSES

401. **Latin Plays.** Selections from Plautus and Terence.

402. **Tacitus.** Germania—Agricola and Annals.

403. **Catullus.** The Latin Language and methods of teaching.

501. **Quintilian.**

502. **Cicero's Letter and Pliny's Letters.**

503. Teaching of High School Latin and the life of the Romans.

In the College Courses the texts read from year to year may be varied; the amount of work required will be the equivalent of the Courses as offered.

MANUAL TRAINING

MR. FULLER

The purpose of this department is to prepare teachers of Manual Training for the schools of the State, and to give training along industrial lines to such other students as desire it. The department is unusually well supplied with equipment for teaching the work outlined, and an effort is made to prepare students to meet the problems they will find in the rural and city school of Texas. The equipment for wood work includes the following: 18 benches, with general and individual tools for 54 students, 6 motor head lathes, universal saw bench, 36-inch band saw, 12-inch jointer, 24-inch surfacer, hollow chisel mortiser, belt sander, electric glue heater, and material and equipment for assembling and finishing work. The machines are all driven by individual motors and are equipped with modern guards. The equipment for metal work includes down draft forges, benches, hand tools, and machines for handling a class of 12 students in general metal work. In the drafting room 24 tables are provided with drawing boards, instruments, and lockers, for 72 students.

ELEMENTARY COURSES

1. **Mechanical Drawing.** A beginning course for those who expect to take further work in Manual Training, as well as for students from other departments. The ground covered will include lettering, geometric constructions, and working drawings of the kind usually taken up in high school courses.

2. **Bench Wood Work.** A beginning course consisting of instruction and practice in the use of common woodworking tools and the simpler forms of construction. The work given will be planned especially for those students who expect to introduce some hand work into the rural schools. No previous training required.

3. **Mechanical Drawing and Bench Work.** The work of this term will include the design and construction of individual problems. A further study is made of the materials and tools used and some outside reading will be required. Some previous training in both bench work and mechanical drawing will be required.

COLLEGE COURSES

101. **Mechanical Drawing.** This course is offered to first year college students who have had little or no experience along this line. The work given will be similar to that offered to first year students in engineering courses.

102. **Bench Work in Wood.** This is a course in beginning woodwork. It consists of the study of hand tools and hand tool pro-

cesses. The work will deal largely with the problems of high school teaching. Special attention will be given to the demonstrations and methods of presentation. Daily readings will be required.

103. Advanced Benchwork and Wood Turning. This course will consist of the study of simple problems of joinery and the construction of simple furniture, and the study and practice of wood-turning processes.

Prerequisite 2, or 103, or equivalent.

201. Machine Drawing. A study of the methods of representing standard details will be made and both detail and assembly drawings of some simple machines will be required. Students will be taught the best methods of drafting room practice.

202. Pattern Making. A study of the principles of pattern making, such as shrinkage, draft, finish, coring, split patterns, and loose patterns, and the construction of typical patterns. Sufficient experience with molding will be provided to give meaning to patternmaking practice.

203. Furniture Construction. A course dealing with the problems of design, construction, and finishing of furniture. The care and use of woodworking machinery will be taught. The course is planned for those who wish to teach in high schools or trade schools or classes.

204. Organization and Teaching of the Manual Arts. The problems of planning courses, selecting and installing equipment, ordering and caring for supplies, organizing teaching material and presenting work to different classes of students will be taken up. Plans for work in special types of schools will be studied. Demonstration and observation work will be provided.

205. Household Manual Arts. An elementary course in woodworking based on the problems which arise in the home. Information and practice will be given in the repairing and finishing of furniture and in treatment of floors and interior woodwork. The work will consist largely in the making of labor saving devices for the home.

301. Tools and Materials. A study of woodworking tools, their care and use, and how to sharpen them; woods, the characteristics and uses, finishes and their application; and the sources of supply for construction materials. There will be laboratory work in the sharpening of tools and in setting up of machines. The lectures will be illustrated.

302. General Metal Working. This course is designed to meet the growing demand for greater variety of work in the high school, and to give to students a little experience with materials other than wood. Elementary work will be given in forging, bench metal, and sheet metal. This type of work is recommended for a unit's work in the high schools where elaborate equipment is not available for machine shop.

303. Carpentry. A course intended to give information and practice in the principles of house and barn framing. Typical structures will be built.

Prerequisite, 102 or equivalent.

MATHEMATICS

MR. BROWN, MISS SAYERS, MR. SEWELL

ELEMENTARY COURSES

2. A review of the elementary principles of algebra, factoring, simultaneous equations, graphs, square root, radicals, quadratics, and theory of exponents.

Prerequisite, the completion of one year's algebra in an approved high school, or satisfactory examination in algebra to simple indeterminates.

4. A continuation of 2 with advanced work in factoring, fractions, radicals, the binomial theorem for positive integral exponents, linear and quadratic equations with graphing, ratio and proportion.

5. Plane Geometry. Books I and II of plane geometry.

6. Plane Geometry. Books III, IV, V of plane geometry.

15. Bookkeeping. An elementary course for teachers.

20. Advanced Arithmetic. A course in which rapidity and accuracy of calculation are stressed.

COLLEGE COURSES

115. Advanced Plane Geometry. A course in which reciprocal and converse theorems are emphasized and much attention is given to the solution of original exercises.

109. Advanced Algebra. This course includes the study of quadratic equations, indeterminate equations, complex numbers, determinants and theory of equations.

Prerequisite, 4 or completion of algebra in a good high school.

107. Plane Trigonometry. Course 109 should be taken before 107, but by special permission of the teacher in charge a student who has had only 4 may take 107.

112. Teaching of Arithmetic. This course considers the best methods of presenting certain fundamental subjects required in the eight grades of the elementary school, with the application of arithmetic in modern business life. The aim is to relate the arithmetic to the child's every day life and to his future needs.

208. Solid Geometry.

210. Introductory course in plane analytic geometry.
Prerequisite, 107.

214. Plane Surveying.
Prerequisite, 107.

216. Descriptive Astronomy. In connection with the descriptive part of the course some of the simple astronomical calculations and some telescopic observations will be made.
Prerequisite, 107.

310 and 320. An intensive course in plane analytical geometry.
Prerequisite, 107 and 109.

313. The teaching of secondary mathematics. Lectures, discussions, and practical work designed to give the prospective teacher the best methods relating to high school arithmetic, algebra, geometry, and trigonometry.

411, 421 and 431. Elementary Differential and Integral Calculus. In 431 special attention is given Series and Definite Integrals. No credit will be given toward a degree for less than two units in Calculus.

Prerequisites, 210 or 310.

413. History of Mathematics. A study in the development of the various branches of mathematics.
Prerequisite, at least one term in analytics.

MUSIC

MISS BUTLER

ELEMENTARY COURSES

1. **First Course in Music.** $\frac{1}{2}$ unit. Rote Songs suitable for public school use. Sight reading in Keys of C, G, D, A, E, F, B flat, E flat. Work each week in appreciation of compositions of classic writers.

2. **Continuation of Course 1.** The work of Course 1 will be continued, with addition of sight reading in Keys of B, F sharp, D flat, G flat. Scale construction. Appreciation of music.

JUNIOR COLLEGE COURSES

103. Chorus work in two and three part harmony; scale construction, both major and minor; appreciation of music.
Prerequisite, Music 2 or equivalent.

104. Chorus Work of advanced nature.

205. History and appreciation of music.

206. History and appreciation of music.

SENIOR COLLEGE COURSES

307. Chorus conducting. Solo work. For those who have had the equivalent of Fifth Grade piano work, there will be practice in accompaniments of an easy nature. Brief course in Musical Anthology. Class lessons in piano.

308. Harmony and Melody. History of Music in America.

PHYSICAL EDUCATION FOR MEN

Attention is given to athletic and other outdoor games for two reasons: First, robust health depends in a large measure on regular, systematic outdoor exercise; Second, teachers should be able to organize and conduct the games of their pupils. The Normal school thinks, therefore, that it cannot fully discharge its duty in preparing teachers for the schools of Texas if it fails to give attention to organized sports, and to prepare teachers for this important phase of school work. Accordingly credit will be given in Physical Education as follows: football, for those playing through the season, $\frac{2}{3}$ unit; tennis, volley ball, hand ball, basket ball, baseball and track, each, per term, $\frac{1}{3}$ unit.

1. A study of the physical nature of the child. Practical, personal, school and home hygiene. Text: Rowe's *The Physical Nature of the Child*; reference works on hygiene. Two classes per week. $\frac{1}{3}$ unit.

2. **Games.** The place of play in education; classification of games for all grades and their teaching value. This course includes the playing of fifteen organized games suitable for the school room and grounds. References: Angell's *Play*, Bancroft's *Games*. Two classes per week. Required of Sophomores. $\frac{1}{3}$ unit.

3. The history of physical education and study of the methods of physical examinations and tests. Text: Sargent's *Physical Education*. Two classes per week. $\frac{1}{3}$ unit.

4. **Coaching.** Practice coaching at the Training School in football, volley ball, baseball, basketball and other games. $\frac{1}{3}$ unit per term.

5. **Physiology and Hygiene.** Study of the anatomical structure of the human body; also a study of the following topics in hygiene: hygiene of the teeth, of the gastrointestinal tract, of the vocal organs, including ventilation, of the ear, eye, nose, and throat; physical exercise and posture; accidents and emergencies. Two classes per week. $\frac{1}{3}$ unit.

6. **Teaching Course.** Study of methods of coaching, track work, baseball, basketball, and football, and the management of boys' athletics. Two classes per week. $\frac{1}{3}$ unit.

PHYSICAL EDUCATION FOR WOMEN

MISS LULA HINES

Physical Education is required of all students and is marked and credited as are other subjects, the nature of the work making regularity of attendance even more necessary than other college work. Those who are temporarily disabled or physically unfit for certain parts of the work are expected to be present and to gain familiarity with the class work by observation.

FIRST YEAR

1. **Indoor Work.** Swedish gymnastics, correction of improper standing and walking positions, elementary dancing, and gymnastic games. Lectures in hygiene.

SECOND YEAR

2. The second year is a continuation of the first year, including military marching, fancy drills, folk dancing, with special attention to a variety of indoor and outdoor games suitable for school room and playground for children of all ages. Lectures: aims, varieties and effects of gymnastic movements; hygienic, educative, and recreative; physiological features of training, tenseness, fatigue and relaxation.

101. **Classic Dancing. Advanced Course—Elective.** Progressive methods in interpretative, national, esthetic, and folk dancing of both educational and recreative value. The purpose is to produce poise, control, lightness, strength and relaxation. Special attention is given to the psychology of the dance.

Prerequisite, 1 and 2.

SPECIAL COURSES

10. This course is planned for students who are unable to take the required work.

11. **Athletics.** These courses consist of basketball, volley ball, tennis, swimming and cross-country walking. Open to all students of any year. Girls furnish their own tennis rackets and balls; all are required to consult the director in regard to shoes and dress.

PHYSICS

MR. VERNON

ELEMENTARY COURSES

17. Mechanics and Heat.**18. Light, Sound, and Electricity.**

These two units in physics cover the ground usually considered in a First Course in Physics, and are the full equivalent of the required high school year in physics. Much laboratory work is done and the students are encouraged to study the applications of the principles studied to the experiences and phenomena of daily life.

19. Mechanics, Heat, and Electricity. One term's work in Physics for students who have had some work in Physics but not sufficient to cover courses 17 and 18. The subject matter of this course is selected to meet the needs of students majoring in Agriculture and manual training. Both in lectures and laboratory work special attention is given the application of the principles of physics.

16. Household Physics. A qualitative and descriptive course in elementary physics for students majoring in home economics. All girls electing physics but not majoring in physics are advised to take this course in case they have had the equivalent of 17. The laboratory experiments in this course are based upon the application of the principles of physics to the problems of the home.

Students who expect to major in physics are required to take 17 and 18, or present credits for these courses. All students studying physics for the first time should take 17. Courses 16 or 19 may be substituted for 18. Any course in elementary physics may be taken in the first or second year.

COLLEGE COURSES

101. Mechanics.**102. Heat, Light, Sound.****103. Electricity and Magnetism.**

These three units make up the first college year in this subject. Much laboratory work of quantitative nature is required and the student is helped to an appreciation of the character of physics as an exact science. Much attention is given to the practical applications of the principles studied, and an effort is made to lay a real foundation for further work in physics.

104. Internal Combustion Engines. The subject matter of this course is the theory, construction, and action of stationary and automobile engines. Students are required to do practical work with

engines, motors, dynamos, storage batteries, etc.; and to understand the principles of physics applied in each case.

Prerequisite, the equivalent of 19.

204. Heat.

205. Electricity and Magnetism.

206. Mechanics.

These three units in physics deal with the subjects studied in a more advanced way than is attempted in the courses 101, 102, 103. The work is rigidly quantitative in character, and the problems investigated are such as demand application of the principles of mathematics and of exact measurements to the study of physical relations and phenomena.

301. Light. This is an advanced study of light from a mathematical and theoretical viewpoint, and a constant effort is made to develop accurate habits of observation and to train in the fundamentals of accurate scientific investigation.

302. The Teaching of Physical Science. This course will consider the problems of planning courses, equipping laboratories, selection of apparatus, and some of the more significant problems of management as they apply especially to the work of the science teacher in the high school.

The laboratories are already fairly well equipped for the successful presentation of the courses in physics and such new equipment is being added as the demands of the courses seem to justify.

READING AND PUBLIC SPEAKING

Instruction in this department will afford the students training in speaking the English language distinctly and correctly; in interpreting good literature intelligently and effectively; in addressing an audience easily, naturally, effectively; and in getting some insight into general methods so that they may make all oral exercises in the classroom intelligent and pleasing. To this end the instruction is correlated closely with the instruction in composition and literature.

ELEMENTARY COURSES

Reading 1. Fundamentals of Oral English. See English 17 for a description of this course.

COLLEGE COURSES

Reading 104. Public Speaking and Dramatics. See English 104 for a description of this course.

Public Speaking 204. Argumentation and Debate. See English 204 for a description of this course.

SOCIOLOGY

MR. BURKHOLDER

COLLEGE COURSES

101. Rural Economics. A study of the economic problems underlying the welfare of the farmer: factors of agricultural production; distribution of agricultural income; cooperation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credit; the maintenance of the social, political, and economic status of the farmer.

Prerequisite, 102.

102. Economic Theory. An elementary course in the great economic problems of value and price; supply and demand; money and exchange; credit and banking; business organization and monopoly; capital and labor; rent, wages, interest, and profits.

201. Money and Banking. A study of the development of money and its use in facilitating exchanges; principles of money and the maintenance of standards of value; nature and functions of banks; machinery of domestic and foreign exchange; special study of Federal Reserve banks and currency, and Federal Farm Loan Banks.

Prerequisite, 102.

203. Constructive Rural Sociology. A study of rural life conditions in the United States with special reference to Texas, looking to possible improvement. The attitude toward all phases of rural life will be sympathetic, but dynamic and constructive. Some special topics: rural and urban increase; advantages and disadvantages of rural life; rural credit; social aspects of land tenure and labor; inherent rights of land workers; socialization of rural institutions.

301. Community Activities and the Rural School. A course of study for those persons preparing for rural leadership in any line, but especially for the rural school teachers. Topics: function of the "community social engineer"; educational resources of the rural community; rural social mind; rural mental, moral, and physical health; vitalizing the rural school; coordination of school and community interests; organization of a rural community; the rural library; rural social center; community recreations; continuation schools for adults. Not offered for session of 1918-19.

Prerequisite, 203.

302. Principles of Sociology. A course to acquaint the student with the general principles of sociology through a study of such topics as, the general plan of social organization; motives leading

to social organization; development and function of the family, church, school, and state; social control; elimination of pauperism, crime, ignorance, and other social evils; heredity and acquired population traits; process of social evolution. Not offered for the session of 1918-19.

303. Public Finance. A study of public expenditures; public indebtedness; general property tax; customs duties; single tax and emergency taxes; government bonds; government monopolies.

Prerequisite, 102.

304. Economic History of the United States. A broad study of the economic development of the United States through its entire history. Some topics: our public land policy; development of slavery and its effects on agricultural industry; economic significance of westward expansion; tariff and commercial policies; development of internal transportation; rise of organized labor and labor problems; industrial combinations and trusts; government regulation and control; conservation of natural resources.

401. Social Psychology. Designed to give an acquaintance with the great facts and principles of social behavior through a study of suggestibility, the crowd, mob mind, conventionality, custom imitation, interference and conflict, compromise, and public opinion.

Prerequisite, Education 111 or its equivalent.

402. Agricultural Organization and Cooperation. Topics studied in this course: history of tendencies of farmers to organize for mutual benefit; character of cooperative societies in Europe; scope of cooperation in agriculture; legal and economic conditions necessary for successful cooperation; method of organization of cooperative societies; some successful organizations now existing for production, ownership, sale, and supply of farm products. Not offered for session of 1918-19.

Prerequisite, 203.

SPANISH

MR. MARSH

Students in Texas should feel a special interest in the language, history, and literature of Spain. There are sufficient reminders of the Spanish basis of Texas history. There are many and compelling reasons for a study of Spanish. The increasing commercial relations with Spanish America, the need of a sympathetic understanding of our Spanish speaking neighbors demand now more than ever before a correct as well as a practical knowledge of Spanish. With these facts in view the following courses of Spanish are offered:

ELEMENTARY COURSES

1. A beginners' course in elementary Spanish. Attention to careful pronunciation together with an accurate knowledge of the essentials of grammar; easy conversation.
2. Elementary reading. Exercises in composition; study of verb forms; conversational drill.
3. Continuation of 2. Dictation; increased study of verbs; more extensive reading of selected texts.
4. Grammar: irregular verbs; syntax; composition; continued reading.
5. More attention to practical discussions on prescribed topics. Dictation; memorizing passages; supplementary reading.
6. Continuation of 5. Sight reading; study of selected texts to fit the student for more advanced study of Spanish.

COLLEGE COURSES

101. **Nineteenth Century.** The course will begin with the rise of the romantic period. Reading selected texts; reports and reviews.
102. Continuation of 101. A study of the most prominent writers of the middle Nineteenth Century.
103. Completion of this period. Study of representative selections. Commercial Correspondence.
201. **The Drama.** In this course emphasis will be placed on the development of the drama since the Golden Age. Extensive reading; reports.
202. **A Survey of Spanish Literature.** Lectures to the class; reading of important works, and reports by members of the class on special topics. Open to students who have completed courses 101 and 102 or their equivalent.

203. Introduction to Spanish American Literature. A study of the Literary History of Spanish America. Reports and reviews.

Prerequisite, 202.

204. Drama of the Golden Age. A study of the works of Lope de Vega, Tirso de Molina and Calderon. Open to those who have completed 202 or its equivalent.

205. Conversation and Composition. This course is planned for those who desire practice in conversation and writing. Open to those who have completed courses 101 and 102 or their equivalent.

209. The Teaching of Spanish. A course planned for those who desire to teach Spanish. Open to those who have completed courses 101, 102, and 103, or 201, or to others by special permission.

301. The Modern Drama. A study of the development of the drama of today. Lectures, reports and rapid reading of the important works of Benavente, the Quinteros and Sierra. Open to those who have completed 202 or its equivalent.

302. Spanish American Literature. A study of the literary movements in the principal countries of Spanish America. Reading of representative works in prose and verse.

Prerequisite, Spanish 203.

303. The Modern Novel. A study of the principal novelists of Spain. Reading of the more important works of such men as Valera, Galdos, Valdes, Pereda, Blasco Ibanez or Pio Baroja.

401. Cervantes. Reading from Don Quijote and Novelas Ejemplares. Open to students who have completed courses 202 and 204 or their equivalent.

402. Origins of the Spanish Theatre. A history of the drama from its early times to its full development in the Golden Age.

Prerequisites same as for the above course.

403. Masterpieces of Sixteenth and Seventeenth Centuries.

Same prerequisites as above.

ADVANCED CREDIT FOR NORMAL GRADUATES

George Peabody College for Teachers gives graduates of Texas State Normal Schools under the four-year course two years of college credit without any entrance conditions, thereby making it possible for such graduate to secure the Bachelor's Degree in two years.

The University of Missouri grants advanced standing to graduates of Texas State Normal Schools as follows:

"A graduate of a State Normal School who has completed four years' work in an accredited high school and at least two years' (six quarters) work in the Normal School will be admitted to junior standing in the College of Arts and Sciences. The same standing will be given to a graduate of a State Normal School who has completed three years in the high school and three years in the Normal School, or two years in the high school and four years in the Normal School."

The University of Texas gives the following recognition to graduates of the four State Normal Schools on the basis of the new four-year course:

"Credit will be given only for full years of work.

"On completion of the second year (Sophomore Class), students will be given 14 admission units, provided three units in one foreign language or two in each of two foreign languages (other than Latin) are included. If foreign language units are not included, only 12 admission units will be allowed.

"On completion of the third year (Junior Class), students will be given 14 admission units as provided for at the end of the second year; and, in addition, five college courses, provided (1) the student completed the entire second and third years at the Normal School, or (2) was admitted to the Normal School with at least 14 units' credit as a graduate of a school affiliated with the University of Texas, or (3) was admitted by examination covering either the second year's entire course of study in the Normal School or 14 admission units accepted by the University of Texas.

"On completion of the fourth year (Senior Class), students will be given 14 admission units, as provided for at the end of the second year; and, in addition, ten college courses, provided the students (1) completed the third year at the Normal School, subject to the above mentioned conditions for admission to the third year, or (2) was admitted to the fourth year by examination covering the entire courses of study for the second and third years, or covering the required admission units to the University of Texas and the entire course of study of the third year, or (3) was admitted to the fourth year by reason of having creditably completed an entire year of work in a recognized college; and, in addition, presented the equivalent of full admission to the University of Texas. In case students present only 12 admission units on entering the fourth year, they will be allowed only 12 admission units and 10 college courses on completing the fourth year.

"Students, however, who were admitted to the fourth year by reason of graduation from a State Normal School prior to 1914, will be credited with only 6 college credits in addition to the 14 admission units as provided for at the end of the second year."

THE TRAINING SCHOOL

| | |
|----------------------------|--------------------------------|
| LYNTON F. GARRETT..... | Superintendent |
| O. A. ZIMMERMAN..... | Supervisor Industrial Subjects |
| MISS MATTIE ALLISON..... | Supervisor High School English |
| MISS EVELYN DAVIDSON..... | Supervisor High School History |
| MISS RUBY HENDERSON..... | Supervisor Sixth Grade |
| HISS MABEL WOODWARD..... | Supervisor Fifth Grade |
| MISS GENEVIEVE STAUDT..... | Supervisor Fourth Grade |
| MISS FLORENCE KONE..... | Supervisor Third Grade |
| MISS BESSIE BARNES..... | Supervisor Second Grade |
| MRS. LILLA MAYFIELD..... | Supervisor First Grade |

A Training School is a very necessary department of any normal school. It bears the same relation to the professional training of teachers as a laboratory bears to the training of scientists, or a workshop to the training of artisans. An opportunity is here afforded to the student to observe actual teaching by experienced teachers, to do practice teaching under the supervision of experts, and to see the administrative details of school organization in operation. It serves further as a laboratory in which new educational theories may be tested by experiment, and where proposed methods may be adapted to the various conditions under which the student will be required to teach.

The Training School of the Southwest Texas State Normal College is organized with six grades in the Elementary Department and three grades in the Junior High School. Graduates from the ninth grade are prepared to enter the Freshman Class of the Normal proper. By special agreement with the school trustees of the San Marcos Independent District, East End Ward School and Normal Training School are consolidated. Nine supervisors are employed for the first seven grades and two supervisors for the eighth and ninth grades. With eleven supervisors, rare facilities for student teaching and observation work are afforded. The supervisor is responsible for the order and discipline of the room, and at the same time directs the observation and teaching of the student teacher. Written plans of all lessons are made by the student teacher and submitted to the supervisor for approval before they may be taught. The student is allowed as much freedom and originality in both method and management as is consistent with sound educational principles.

The theory of education taught in the Normal School is connected with practice in the Training School by the supervisor. She teaches the student teacher the general principles of class room procedure and then requires reports on their practical application as observed in the work of the supervisor. Not until these reports show clearly that the student understands thoroughly the principles taught is he placed in charge of a room to do his own student teaching.

In order that the observation and practice work of the student teacher in the Training School may function properly in actual teach-

ing in the schools of Texas, the grading and courses of study are made to conform as closely as possible to the organization of the best schools of the State. It must not be inferred, however, that this precludes the introduction of the latest and best ideas in educational theory and practice. Only a substantial equivalent will necessarily be maintained.

STUDENT TEACHING

Observation work and student teaching will be under the direction of the superintendent and supervisor in charge of the work to which the student has been assigned. *Students should note the following:*

1. Education 212 is open only to fourth year students who are applicants for diplomas.

2. No student will be permitted to take this course who has not completed Education 104, at least one unit in psychology beyond Education 2, and one unit in either special or general methods.

3. The number of student teachers taking this course during any one quarter will be limited approximately to one-third of the total number of students completing the year's work in which the course is offered.

4. All assignments for work in the training department and all changes in assignments are made by the superintendent.

5. All students registering for this course must reserve a double period for observation, teaching and conferences.

6. The work in this course includes teaching, writing reports, observing, criticising, lesson planning, assisting the teacher, attending conferences, and keeping records. An endeavor is made to place the student in the atmosphere of a real school with as many of the responsibilities peculiar to the teacher in charge as possible. The student will be allowed as much freedom and initiative as is consistent with the best pedagogical principles.

7. Students will be held responsible for the progress of their pupils in the subjects they teach. To this end they should visit the home and confer with parent when such conference will make for the interest of the child and school.

COURSE OF STUDY IN THE TRAINING SCHOOL

FIRST GRADE

Language.—(1) Spontaneous self-expression is secured through conversation based on the child's personal experience at home and in school; stories, myths, poems, and dramatizations.

(2) Correct speech is cultivated through imitation, memorizing choice selections, and oral reading by the teacher.

(3) Habits of speech are fixed by imitation, repetition, and games in phonics.

(4) A few of the common uses of capitals and punctuation marks are taught, but no formal written composition is attempted.

(5) Phonics and words are studied through imagining main words, action play with verbs, visualizing exercises, and word-building with phonograms.

Reading.—First lessons are in script from the black-board. The sentences used are made by the children in expressing orally their experiences. The books used are Playmate's Primer, Art Literature Primer, Hill's First Reader, Lee's First Reader, and Art Literature, Book I.

Spelling.—Lists of easy words from conversation and reading lessons during the last half of the year are spelled orally and in writing.

Numbers.—Children count by ones, five, and tens to one hundred, and by twos, threes, and fours as far as they are able. Easy denominate numbers, and the forty-five combinations through fours are learned, as well as the signs needed, and some easy fractions and their symbols.

SECOND GRADE

Language.—Oral expression of observations, retelling of stories, stories from pictures, and games for correcting errors, are employed in this grade. Christmas, Easter, St. Valentine, and other holidays are used to incite an interest in the child for written composition work.

Reading.—Increased attention is given to the mechanics of reading and the expression of thought. A wide range of selected reading matter is used to this end.

Spelling.—Oral and written spelling is correlated with the reading and language work: also selected lists of words from the adopted speller are used.

Numbers.—The work of the First Grade is reviewed and continued, the forty-five combinations completed, denominate numbers

taught concretely, and easy fractions continued and concretely illustrated by paper folding and cutting. The multiplication tables of twos, threes, fours, fives, tens, and elevens are learned.

Nature Study.—The aim in this work is to give the child in the simplest and most graphic form, the fundamental facts about the world in which he lives. The means employed are observation and experience, under the guidance of the teacher. He is taught the cardinal and semi-cardinal directions, accurate ideas of the mile, half-mile, hour, week, month and year; also the common plants, birds, and insects, are named and studied. Weather conditions such as winds, temperature, fog, rain, dew, and clouds, are observed and recorded.

THIRD GRADE

Language.—The work in this grade includes the study of paragraphs, formation of possessives, use of quotation marks and exclamation point, with some of the common uses of the comma, correction of frequent errors in speech, memorizing of select poems, and reproduction of stories. "Our Language, First Book," forms the basis of the work.

Reading.—Selections from the following books are used: Hill's Third Reader, Art Literature, Book III, Horace Mann Reader, and Elson's Third Reader.

Spelling.—The words spelled are those found in daily composition and reading. Special drills are given in the words commonly misspelled, and selected list from all sources.

Arithmetic.—Pupils are drilled to count by twos, threes, fours, sixes, and sevens; also in the multiplication and division tables, including the sevens. Long division is not attempted until the latter part of the year. All drills have as their end the fixing of habits. Many problems employing the principles taught are solved and analyzed. Sutton and Bruce, Lower Book, is used as a text.

Geography.—The first part of the year is devoted to home geography and land and water forms, taught by observation, the sand-board, maps, etc. The last part of the year includes work in the adopted text-book.

Writing and Drawing.—Children are taught easy free-hand drawing. The large form of writing of the lower grades is reduced somewhat under the direction of the teacher.

FOURTH GRADE

Language.—This grade studies the kinds of sentences, parts of sentences, and parts of speech. Original stories from pictures, word lists, and the child's experience, are first told orally and then written. "Our Language, Second Book," to page 109, is used as a text.

Reading.—Hill's, Elson's, and the Horace Mann Fourth Readers are the basis of the work.

Spelling.—There are drills on words used in composition, geography, reading, and conversation. The adopted speller will be used as a supplementary text.

Arithmetic.—The tables are reviewed, and short and long division with larger numbers are practiced, along with constant drills in fundamental principles for speed and accuracy. Denominate numbers and common fractions are studied further. The writing of decimals is begun and practiced to two places. The adopted text is used.

Geography.—The first book of "World Geography" is completed. The study of each country is supplemented with stories from geography readers and elsewhere.

Writing and Drawing.—These studies are directed by the teacher. The writing and drawing are correlated with studies in geography and the handicrafts.

FIFTH GRADE

Language.—The kinds of sentences, phrases, clauses, the parts of speech and their properties, and punctuation, are carefully studied; also the meter and rhyme of simple poetry. Composition work on familiar subjects is continued, including the writing of social letters.

Reading.—Attention is given to the literary merit of the selections read with a view to create a love for a good class of reading. Hill's and Elson's Fifth Readers are used.

Spelling.—Frequent drills are given in the spelling of difficult words in daily use by the child. Attention is given to the part of the word most liable to be misspelled. The adopted speller is also used.

Arithmetic.—The "Lower Book" is completed in the Fall and Winter Term, and "The Higher Book" is studied in the Spring Term. Special drills are given in the "three step" form of solving problems. Many problems are made by pupils and teacher to illustrate principles, arouse interest, and to relate the work to actual life.

Geography.—The second book of "World Geography" is begun. The text-book studies are supplemented with readings from many sources.

History.—This grade begins the study of the history of the United States in an informal way giving attention to biography and to interesting stories of our American life. Estill's Beginners' U. S. History is used as a basis.

Writing and Drawing.—This is a continuation of the work of the former grade under the direction of the teacher.

SIXTH GRADE

Language.—A little more formal grammar is taught in this grade. Voice, inflection, phrases, clauses, and the different kinds of sentences are further studied, but it is not made stiffly formal. Literature is made an important part of the work. "Our Language, Third Book," is used as a text.

Arithmetic.—Tables of denominate numbers are reviewed, and mensuration with practical applications is studied. Daily drills are given in rapid mental work with special reference to common fractions, and their application to percentage. Studies are continued in the "Higher Book."

History.—Texas history is studied in this grade. Special emphasis is placed on local history with reference to stories of the life and experiences of the oldest settlers, of the Spanish, and the Indians. The interest of the child is increased by the collection of relics of the native Indian and the Spanish explorer. The text used as an outline is Barker, Potts, and Ramsdell.

Geography.—The "World Geography, Second Book," is completed.

Spelling.—The words spelled are largely selected from the daily lessons and from composition work. The adopted speller is used as a supplementary book.

Writing and Drawing.—This is a continuation of the work of the former grade under the guidance of the teacher.

SEVENTH GRADE

English.—In this grade, grammar, literature, and composition are correlated. Among the studies in literature are included Christmas Carol, Legend of Sleepy Hollow, Evangeline, Courtship of Miles Standish, Sir Galahad, Crossing the Bar, The Recessional, Abou Ben Adhem, The Last Leaf, The Chambered Nautilus, To a Waterfowl, and selections from the myths of Greece and Rome. Smith's Grammar is used as a basis for the studies in grammar.

Arithmetic.—A special feature in this grade is the application of the principles of percentage and mensuration to the problems of every day experiences. "The Higher Book" is completed.

Science.—Three days a week are devoted to elementary studies in agriculture. School gardening is a special feature of the Spring Term. The text used is Ferguson and Lewis.

Spelling.—This is a continuation of the work of the former grade. Considerable attention is given to the stems, prefixes, and suffixes of the words spelled.

History.—This grade studies United States history from the first settlements to the close of the Civil War, omitting the details of the wars. The European background of history is studied and also the social and industrial phases are made prominent.

Writing and Drawing.—This is a continuation of the work of the former grade. It is expected that every pupil shall reach a certain standard in writing with reference to quality and speed.

EIGHTH GRADE

English.—Grammar and composition is continued through this grade. Literature is correlated with this. Frequent compositions are required based on literature, history, personal experiences, and life work topics. Stress is laid on correct form, spelling, paragraphing, unity, and coherence. Herrick and Damon is the textbook.

Mathematics.—The first half of the year is given to a review of arithmetic, and the other half to elementary algebra.

History.—One third of the year is given to the completion of United States history. The rest of the year is given to the study of Ancient history to the time of Charlemagne. Special emphasis is placed on the life, customs, institutions, and religion of the ancients, and their contributions to modern civilization.

Science.—Three days a week are devoted to studies in physiology. Hygiene and sanitation are given much attention. The text studied is Hartman and Bibb's "The Human Body and Its Enemies." This is supplemented by charts and specimens from the butcher shops.

Foreign Language.—The pupils may elect Spanish, German, or Latin.

NINTH GRADE

English.—Grammar, composition, rhetoric, and literature are correlated through the year. The pupils are expected to read widely under the direction of the teacher. Herrick and Damon continues to be used as a basis for the formal studies.

Mathematics.—This grade continues the study of algebra through the whole year.

History.—Medieval and Modern history is studied, beginning with the reign of Charlemagne. Much supplementary reading is assigned from the library.

Science.—Three days a week are given to the study of physical geography. The textbook is Tarr's New Physical Geography.

Foreign Language.—The Spanish, German, or Latin of the former grade is continued through this year.

COLLEGE JUNIOR CLASS

| | | | |
|------------------------|----------------|-------------------------|----------------|
| Barnette, Thos. B..... | Magnolia, Ark. | Hix, Stella..... | Midland |
| Brown, Mamie E..... | San Marcos | Houghland, Janet B..... | Rockport, Ind. |
| Butler, Ina..... | San Marcos | Johnson, Louise..... | San Marcos |
| DeViney, Charles..... | San Marcos | McPherson, Nellie..... | San Marcos |
| Day, E. C..... | San Marcos | Rylander, Foldine..... | San Marcos |
| Gardner, Opal..... | San Marcos | Smith, Thelma..... | Stanton |
| Goodman, Annie B..... | San Marcos | Ward, Willie..... | San Marcos |

SENIOR CLASS

| | | | |
|-------------------------|----------------|----------------------------|------------------|
| Addington, Mary Sue.... | Palestine | Hermes, Hazel..... | Bellville |
| Apfelbach, Gustav..... | Brenham | Hickman, Marguerite B..... | Nogales, Arizona |
| Baar, Blanche R..... | Weimar | Horne, Bertha..... | Fort Worth |
| Barcus, John M..... | San Marcos | Horne, Bertie..... | Fort Worth |
| Barnes, Blanche..... | San Marcos | Hunton, Nelle..... | Miles |
| Barnes, Winifred..... | San Marcos | Hutcheson, Mary.... | San Antonio |
| Beard, N. B..... | Tahoka | Johns, Kate N..... | Sansom |
| Bearden, Gladys..... | Houston | Jones, Aline..... | San Marcos |
| Berry, Essa..... | Alice | Jones, Carmon..... | Mullin |
| Boggus, Maceil..... | Luling | Jones, Aline..... | San Marcos |
| Brient, Mina..... | McAllen | Kalus, Elizabeth..... | La Grange |
| Brymer, Ethel..... | Grand Prairie | Karbach, Minnie... .. | New Braunfels |
| Cabiness, Louise..... | Lockhart | Kerr, Lucile. | Corsicana |
| Callaway, Sydney M.... | San Marcos | Kirkman, Lola..... | San Gabriel |
| Carver, Miss S. E..... | Uvalde | Koch, Dora A..... | Flatonia |
| Collier, Tom, Jr..... | San Marcos | Kruse, E. F..... | Brenham |
| Crofford, Adelaide..... | Beaumont | Lewis, Lota..... | Valley Mills |
| Curry, Emmie M..... | San Antonio | Little, Ariel..... | Troy |
| Dabney, Elizabeth..... | San Saba | McDonald, L. C..... | North Zulch |
| Dailey, Gladys..... | San Marcos | McIntire, Hattie Mae... | Stockdale |
| Darilek, A. W..... | Shiner | Mikeska, Lillie..... | Mikeska |
| Daugherty, Annie Sue... | Hallville | Montgomery, Mary..... | Grit |
| Dobbins, John..... | San Marcos | Morris, Marion..... | Seymour |
| Donald, Willie..... | Brookshire | Morton, Clara..... | Katy |
| Dyer, Mrs. Lillian L... | San Marcos | Murphy, Esther.. | King's Mountain |
| Earnest, Willie Rae.... | Lampasas | Oxsheer, Lela..... | Timpson |
| Eckels, Laura L..... | Temple | Parker, Ellen..... | San Antonio |
| Fink, Pauline..... | Yoakum | Parker, Katherine.... | San Marcos |
| Fisher, Esther..... | San Antonio | Partlow, Marzee..... | San Marcos |
| Fourqurean, Gladys.... | San Marcos | Pettit, Gertrude..... | San Marcos |
| Frey, Dera May..... | Beaumont | Pettus, Lita M..... | Georgetown |
| Gillespie, Maggie..... | San Marcos | Pond, Coqualla..... | Jones Prairie |
| Gillis, Marie..... | Fentress | Popplewell, Alta Belle. | Robert Lee |
| Gilmore, Leola..... | Center | Porter, Jennie..... | Calvert |
| Glimp, Lela..... | Burnet | Poteet, Eunice..... | Holland |
| Graham, Otelia.... | Corpus Christi | Rittner, Doris..... | Yoakum |
| Gulledge, F. Jenetta.. | San Marcos | Robinson, Juliet..... | San Marcos |
| Guynes, Gladys..... | Calvert | Robertson, Madeline..... | Marlin |
| Hardy, W. R..... | Stockdale | Setser, Alpha..... | Norton |
| Harmonson, Louis H..... | Justin | Sherill, Clement..... | San Marcos |
| Harris, Julia..... | San Marcos | | |
| Henderson, J. W. G..... | Whitt | | |
| Henderson, Ruby..... | Whitt | | |

Silvey, Jennie C.....San Marcos
 Smith, Clara.....San Antonio
 Smith, Alberta.....San Marcos
 Smith, Daniel.....San Marcos
 Smith, Mrs. H. S.....Brookshire
 Smith, Mamie.....Mason
 Standifer, Catherine.....Hillsboro

Taylor, Ethel.....Luling
 Tyding, Ellie B.....Oscala, Fla.

Walker, Ella H.....Luling
 Walker, Gladys.....Marlin
 Watkins, Ralph J....San Marcos
 Wayland, Mrs. Mabelle.San Marcos
 Willeford, Mary B.....Wharton
 Wofford, Zora.....Edna
 Woodson, W. I., Jr....San Marcos
 Woodward, Mabel....Santa Anna
 Woolley, Annie.....Cameron

Yarbrough, Louise.....Belton

JUNIOR CLASS

Abbott, Etha.....Taylor
 Adair, Irene.....San Marcos
 Adair, Mary.....San Marcos
 Anderson, Pauline.....El Paso

Bailey, Mary A.....San Marcos
 Ball, Myrtle.....Corpus Christi
 Bana, Nelda.....Itasca
 Banks, Ara.....Temple
 Barbee, Caroline..Walnut Springs
 Barber, Will G., Jr...San Marcos
 Bartholme, Mary...Corpus Christi
 Bartlett, Emma Lee...San Marcos
 Bartlett, Evie.....San Marcos
 Barton, R. A.....Whitney
 Bass, Mellie.....San Marcos
 Beckelmann, Henrietta.....

.....San Antonio
 Beckworth, Burton.....Runge
 Bigham, Edna.....Troy
 Bishop, Bernadette...Corsicana
 Blesse, Lalla.....San Antonio
 Blevins, Bertha.....Donna
 Blevins, Elizabeth.....Seguin
 Bliznak, Lydia D.....Rosenberg
 Blundell, Annys E.....Lockhart
 Bolton, Lloyd.....Augusta
 Booth, Bertha E.....San Antonio
 Boyce, Annie.....Runge
 Breedlove, Beryl.....Katy
 Bridges, Lucile.....San Marcos
 Briesemeister, Alvin....Gonzales
 Brockmann, Myrtle...San Antonio
 Brown, Mary D.....San Marcos
 Bryant, Sparks.....Rogers
 Burnam, Edith L....Marble Falls
 Burnette, Conner....San Marcos
 Butschek, Cecilia....San Antonio

Canova, Rosa.....Bertram
 Carlton, Ruth.....Fort Davis
 Carr, Maude.....Beaumont
 Carroll, Marvin F.....Bryan
 Cavness, C. Hubert...San Marcos
 Clark, Gladys.....Snyder
 Clement, Neva.....Runge
 Cliff, Gladys....Carrizo Springs
 Cobb, Sallie.....Rosebud
 Cochran, Layton.....Sanderson
 Cochran, R. W.....Killeen

Collins, Jeannette.....Alvin
 Compton, Vallie E..Lytton Springs
 Cooper, Lois.....Brookshire
 Copeland, Fairy.....Mt. Calm
 Cordua, Ethel.....Galveston
 Couch, Lera.....San Marcos
 Covington, Effie.....Martindale
 Crocker, Eva.....Center
 Cropper, Naomi.....Jourdanton
 Culpepper, Lois.....Winnsboro

Davies, Dorothy.....Dolores
 Davies, Hannah L.....Dolores
 Denman, Clarence..Thorp Springs
 Dobbs, Natalie.....Palestine
 Dunn, Flossie.....Brooksmith
 Durham, Clemmie.....Blanco
 Dailey, Frances Julia..San Marcos

Ebeling, Gertrude....Marble Falls
 Ellis, A. W.....Hamilton
 Engeling, Augusta....Rosenberg

Fahro, Bessie.....San Antonio
 Farris, Ethel.....Tow
 Favers, Grace.....Eden
 Finnie, Marguerite...San Marcos
 Fitzgerald Lurline.....Weimar
 Fly, Mary.....San Antonio
 Follett, Flower.....Houston
 Foster, Thala.....San Marcos
 Fresenius, Adele....San Antonio
 Fussell, Macy.....Gonzales

Galloway, Lula.....San Antonio
 Gardner, Katherine.....Cotulla
 Gardner, Sam Wood..San Marcos
 Garrett, Vernon G.....Wharton
 Gibson, Phoebe J.....Sabinal
 Gillespie, Candace.....Taylor
 Gilliland, Willie.....Floresville
 Glenn, Clarence.....San Marcos
 Green, B. Q.Hamilton
 Green, G. E.....Mason

Halliburton, A. D....San Marcos
 Hancock, Carolyn....San Juan
 Hancock, Maybel....San Juan
 Hardy, Mrs. W. R.....Stockdale
 Harold, Sarah C.....Blanco

Varnhagen, Dora....Marble Falls
Veazey, Elizabeth.....Luling
Vela, Johnnie.....Alice
Vest, Mrs. Girtha.....Midland

| | | | |
|--------------------------|---------------|--------------------------|-------------|
| Walker, Annie..... | Joaquin | Walden, Pansy..... | Laredo |
| Walker, Beulah..... | Wichita Falls | Willett, Clara..... | San Antonio |
| Walker, Miss Elbert..... | Llano | Williams, Beatrice..... | Lockhart |
| Walton, Jones..... | San Marcos | Williams, Pearl..... | San Antonio |
| Watts, Mary..... | San Augustine | Williams, R. R..... | Martindale |
| Webb, Emma B..... | Houston | Williams, William..... | Martindale |
| Whipple, Mary..... | San Marcos | Winters, Zelma..... | Moore |
| White, George W..... | Stockdale | Woods, Leonora..... | Blanco |
| White, Jessie T..... | San Antonio | Wright, Miss Willie..... | Junction |
| Whitfield, Lizelle..... | Bellville | | |
| Whitmore, Fannie Mae.. | Lockhart | Yancey, Willie..... | Mineola |
| Whitney, Amelie..... | San Antonio | Yarbrough, Alyf Belle... | Garrison |
| Wier, Rex..... | Miguel | Yarbrough, Bess Fay.... | Garrison |
| Wiginton, Lourah..... | Aquilla | Yarrington, A. M..... | San Marcos |
| Wildenthal, Helen..... | Cotulla | Young, Elizabeth..... | San Antonio |
| Willbern, Alfred C..... | Ruuge | | |
| Wagner, Juanita..... | Cuero | Zimmerman, Arthur..... | Lincoln |

SOPHOMORE CLASS

| | | | |
|---------------------------|----------------|-------------------------------|--------------|
| Acklin, Elmena..... | Manor | Dabney, Lora..... | San Saba |
| Adair, Robert S..... | Boerne | Davis, Frank M..... | Boerne |
| Adams, Sophus..... | Boerne | Dawdy, Maud..... | Antelope |
| Adkins, Artie..... | Ganado | Deviney, Carl..... | Martindale |
| Alford, Mrs. Sallie G.... | Lyons | Dietert, Jennie I..... | Kerrville |
| Alsop, Bernice..... | Port Lavaca | Dodd, Mrs. D. L..... | Sansom |
| Armke, Ida..... | New Braunfels | Dodd, F. T..... | Raymondville |
| Armstrong, Curtis..... | Overton | | |
| | | Evans, Bernice..... | San Marcos |
| Bagley, Ada..... | San Marcos | | |
| Barfield, Aileen..... | Karnes City | Ford, Leyton..... | San Marcos |
| Barkley, Verne..... | Hutto | Franks, Winnie..... | Big Foot |
| Bates, Ima..... | Nat | | |
| Bell, Lucile..... | Stockdale | Garison, Anna..... | Medina |
| Berry, Gertrude..... | San Marcos | Garrett, Vannah..... | Waller |
| Birdsong, Eunice..... | Kilgore | German, Winnie..... | Gause |
| Birdwell, Allie Myrtl.... | Overton | Germany, T. C..... | Holt |
| Bishop, Ima..... | Stockdale | Gipson, Carrie..... | Poteet |
| Blasiensz, Alma..... | Rosebud | Glimp, Curtis..... | San Marcos |
| Bode, Clara..... | Pontotoc | Goodnight, Ruth..... | Holland |
| Bohuslav, Willie..... | Moulton | Gore, Richard..... | Taft |
| Boles, Wilma..... | Mt. Enterprise | Greenshield, Johnnie Mae..... | |
| Booth, Mrs. Lemma.... | San Marcos | | Schulenberg |
| Bradley, Wilma..... | Wrightsboro | Griffith, Clarence..... | Hebbronville |
| Briggs, Isaac..... | Medina | Griffin, Jessie..... | San Marcos |
| Brown, Mattie Lee.... | San Marcos | Grote, Angela..... | Bellville |
| Bryan, Nannie Gray.... | San Marcos | Guinn, Edna..... | Hatchel |
| Buehring, Hilda..... | Industry | | |
| Bundick, Velma..... | Karnes City | Hale, Ruth..... | Round Rock |
| Burney, Orvis W..... | Evant | Hall, A. C..... | San Marcos |
| Burney, Verna..... | Center Point | Halliburton, Marian.. | San Marcos |
| Burrows, Lucile..... | Buffalo | Halliburton, Ethlyn... | San Marcos |
| | | Hamlink, Inez..... | Beasley |
| | | Hancock, Addie Jane..... | |
| | | | Goldthwaite |
| Carter Grace..... | Kingsbury | Hanks, Olga..... | Manor |
| Carter, Jewel..... | Lytle | Hanson, Ernestine..... | Clifton |
| Chalfant, Naoma..... | Kountze | Haralson, Tommye Lea... | Jarrell |
| Chapman, Sank..... | Stockdale | Hard, Addie M..... | Joseph |
| Cook, Ruth..... | Sansom | Harral, Fannie..... | Rice |
| Cooper, Annie..... | Turnersville | Harrison, Horace G.... | Crawford |
| Craven, Lennes C..... | Rockdale | Hastings, Albert..... | Stockdale |
| Criswell, Audrey..... | Buckholts | Hawk, Emory..... | San Marcos |
| Crosby, Bess..... | Rockdale | | |

Hawkins, Annie.....Hugo, Okla.
 Hawkins, Ida.....Archer City
 Haynes, Sallie.....San Marcos
 Henderson, Isabelle.....Hondo
 Henry, Allye.....Fowlerston
 Hennig, Alma.....Llano
 Hillebrand, Esther....Round Top
 Hitt, Aubyn.....Buckholts
 Hodges, Victoria.....Gonzales
 Holland, Elvia.....San Marcos
 Hopson, Janie.....San Marcos
 Hunsucker, Ludie.....Staples

Jennings, Mahlon.....Martindale
 Johnson, Blanche.....Locker
 Johnson, Lila.....Bandera
 Johnson, Margueritte..Liberty Hill
 Johnson, E. D.....Robstown
 Jones, Kate.....San Marcos
 Jones, Nettie C.....Kingsbury
 Jones, Miss Tom....San Antonio
 Juergens, Lydia.....Austin
 Juren, Minnie.....Skidmore
 Kamas, Fannie.....Temple
 Karcher, Annie.....Dime Box
 Karcher, Clara.....Dime Box
 Kellam, Frances.....Robstown
 King, Mabel.....Wolfe City
 Knispel, Ruth.....San Marcos
 Krause, Marguerite....Brazoria
 Ligon, Iva.....Robstown
 Lindsey, Donah.....San Marcos
 Love, Genevieve.....San Angelo

McCown, Elva.....Stockdale
 McCoy, Mattiemaude..San Antonio
 McDaniel, Eula.....Fandale
 McGehee, Myrtle.....Angleton
 McMeans, Milred.....San Marcos
 McNaughton, David....San Marcos
 McNutt, Louise.....Austin
 McQuerry, Myrtle.....Graford
 Matula, Gussie.....Hallettsville
 Mauldin, Elizabeth....Martindale
 Mauldin, Annie Mae....Menard
 Meadows, Cora.....Miles
 Meyer, Viola.....La Grange
 Montgomery, Annis.....Tynan
 Moran, Clara.....Mason
 Morton, Bessie.....Katy
 Mullins, C. L.....Guadalupe
 Murff, Mae.....San Marcos
 Murray, Ruth....Richland Springs

Naumann, Hedio.....Robstown
 Nolen, Ben B.....Louise
 Nolen, Willie Maud.....Louise

Owens, Leslie.....Eddy

Peterman, R. F.....Seguin
 Phillips, Jerry.....Iredell
 Plotts, Maxine.....Bedias
 Porter, Lawrence.....Harwood
 Powell, Bessie.....Luling
 Pruitt, Kenneth E....San Marcos

Ramsay, Elizabeth.....Gonzales
 Redford, Elizabeth...Johnson City
 Reese, Mack.....Elderville
 Reeves, Leila.....Athens
 Reilly, Gertrude.....D'Hanis
 Reinli, Lillie.....Austin
 Rice, Hazel.....San Marcos
 Roberts, Henrietta....San Marcos

Schmidt, Violet E.....Kingsbury
 Schroeder, Lillie.....Industry
 Schulze, Otto.....Seguin
 Schwarz, Mary E.....Mercedes
 Scott, Faye.....Round Rock
 Shafer, Maggie Eliz...San Marcos
 Shands, Henry.....San Marcos
 Sinclair, Louise.....Oakwood
 Shiller, Louise.....Deanville
 Smith, Daniel F.....San Marcos
 Smith, Newton....Lytton Springs
 Soyars, Erwin L.....Wimberley
 Speed, Bernice.....Beasley
 Sproul, Ora.....Eldorado
 Stevens, George T....San Marcos
 Stevenson, Eddie.....Stanton
 Stewart, Edith.....Georgetown
 Stone, Irene.....Holland
 Summers, Atwell....San Marcos

Talley, Kate.....San Antonio
 Tarver, Alma P.....Cotulla
 Terrell, J. C.....Iredell
 Tharp, Minnie.....Turnersville
 Thompson, Flora.....Lexington
 Tisdale, Frances.....Port Lavaca
 Tomforde, Katie.....Yoakum
 Turner, Glynn Rose....Red Rock
 Turner, Ovon.....Red Rock
 Tuttle, Alexander G....Martindale

Vavrusa, Elizabeth. . . .Skidmore

Waldo, Grace.....San Marcos
 Weathers, Monnie.....Mobre
 Weller, Louise.....Yorktown
 Wendelken, Lelia.....Robstown
 White, Norine.....Troy
 Whitsett, Silver.....Crystal City
 Wier, Raymond.....Miguel
 Williams, Hulda.....DeLeon
 Wilson, Elsie.....Robstown
 Wilson, Carol.....Lockhart
 Winkler, Lelia.....Valley Springs
 Wollschlaeger, Lina.....Boerne
 Womack, Adell.San Marcos
 Woodson, Anna.....San Marcos
 Workman, Jewel.....Ohio
 Wray, Gerald.....San Marcos

Yarbrough, Merlyn....Alexander
 Yarbrough, Mona.....Alexander
 Yarbrough, Riley E....Alexander
 Yarrington, Bella....San Marcos
 Young, Haskell.....Cove, Ark.

Zimmermann, Icie.....Austin

FRESHMAN CLASS

| | | | |
|--------------------------|-----------------|----------------------------|----------------|
| Anderson, Blanche..... | Kingsbury | Janda, Anna..... | La Grange |
| Atkinson, James L..... | Fremont | Janda, Josephine..... | La Grange |
| Bartram, A. O..... | Fayetteville | Jarvis, Sadie..... | Brandon |
| Batey, Annie..... | Dewville | Jennings, Otis..... | Martindale |
| Bonnell, Dolly..... | San Marcos | Johnson, Pauline..... | Charco |
| Branum, Ola..... | San Marcos | Johnson, Reuben..... | San Marcos |
| Brett, Elihu W.... | Des Moines, Ia. | Jones, John..... | San Marcos |
| Bryson, Myrtle..... | Big Foot | Kaigler, Lorene..... | San Marcos |
| Burns, M. O..... | Bedias | Kamas, Thomas M..... | Bellville |
| Burns, V. L..... | Bedias | Kiel, Eula..... | Wichita Falls |
| Byler, Beatrice..... | San Marcos | Klegmann, Alvina..... | Deanville |
| | | | San Marcos |
| Carter, Lola..... | Adkins | Koeneman, Doris..... | Mexico City |
| Carter, Ross..... | Mercedes | Kone, Laura R..... | San Marcos |
| Chamberlain, Alton..... | Dale | | |
| Clifton, Twala..... | DeLeon | Lawrence, Dorcas..... | San Marcos |
| Cloud, Cora..... | Jonesboro | Leehin, Madge..... | Luling |
| Cogburn, Myrtle..... | Rucker | Leeton, Pearl..... | Runge |
| Cogburn, N. R..... | Rucker | Lehmberg, Alfred..... | San Marcos |
| Cook, Keene..... | San Marcos | Lehmberg, Herbert..... | San Marcos |
| Coovert, Gladys..... | Woodward | Lentz, Lorena..... | Round Rock |
| Cox, Maude..... | Holland | Lichnovsky, Christine..... | |
| Crook, Edgar..... | Martindale | | Schulenberg |
| Crutchfield, Cicero..... | Lufkin | Leiskor, Rudolph..... | Temple |
| | | | |
| Danchak, Edward..... | Rosenberg | McDonald, S. M..... | North Zulch |
| Danforth, David..... | San Marcos | McGaughy, Non D.... | San Marcos |
| Dawson, Raymond..... | Rosenberg | McKay, Edith Mae..... | San Marcos |
| Dippel, Delta..... | Round Top | McMahon, Lina..... | Lockhart |
| Dotson, Gladys..... | Utopia | Magee, Phil R..... | San Marcos |
| | | Mansfield, Clara..... | Bandera |
| Eckles, C. H..... | Coney, Okla. | Martin, Bernice..... | Gause |
| Eiland, Leona..... | Rockdale | Martin, Murray..... | Hillsboro |
| Engling, Emma..... | Rosenberg | Miculastic, Gladys..... | St. Paul |
| | | Miles, Carl..... | Franklin |
| Fleming, Etta..... | San Marcos | Miller, Robert..... | San Marcos |
| Foster, Stella..... | Eva | Moltz, Stella..... | Seguin |
| Foulds, Nell..... | Sample | Morris, Mabel..... | San Marcos |
| Frazier, Bessie..... | Franklin | Morrison, Ezra..... | Buffalo |
| | | | |
| Gardner, Wilma..... | San Marcos | Nixon, Nona..... | Valley Springs |
| Gary, Otis..... | San Marcos | Nolan, Lucile..... | San Marcos |
| German, Lillie..... | Gause | Norwood, Lorraine..... | Del Valle |
| Gilmore, Elma..... | Tivoli | | |
| | | O'Connor, Louise..... | Bellaire |
| Hall, Lily..... | San Antonio | Oliver, Lottie..... | Martindale |
| Hampton, Maud..... | Ohio | | |
| Harral, Viola..... | Rice | Pemberton, Catherine..... | San Marcos |
| Hill, W. Innis..... | Sealy | Pool, Vaughan..... | Cheapside |
| Hoch, Anna..... | San Marcos | Purcell, Elizabeth..... | Sandia |
| Holland, William..... | San Marcos | | |
| Holloway, Clyde..... | Utica, Okla. | Quick, Agnes..... | Round Rock |
| Holloway, Hattie..... | Leming | | |
| Holloway, Oscar..... | Marlow, Okla. | Ray, Dorothy..... | Killeen |
| Homola, Chas..... | Bryan | Reagan, Eccie..... | Charco |
| Hopkins, Clinton..... | San Marcos | Reeves, Ruth..... | Wrightsboro |
| Strauss, Viva E..... | Ganado | Ridgway, Ellie..... | Big Foot |
| Hughes, Tillie..... | Benton | Rohan, Rosie..... | La Grange |
| Hurst, Fannie..... | Kosse | | |
| | | Sanders, Louannie..... | San Marcos |
| Janda, Sophia..... | Schulenberg | Schilling, Ida..... | Lincoln |

| | | | |
|------------------------------|-------------|-------------------------|------------|
| Schlennstedt, Marie..... | Nordheim | Teiwes, Ella..... | Nordheim |
| Shoemaker, Grace..... | Voss | Teiwes, Lena..... | Nordheim |
| Shoemaker, Mary..... | Voss | Terrell, Burena..... | Alto |
| Skeeter, Albert..... | Caddo Mills | Thompson, Blanche..... | Rockdale |
| Sloan, Ernest J., Jr..... | Spofford | Tisdale, Jessye..... | San Marcos |
| Smith, Betrice May... | San Marcos | Tisdale, Johnnie..... | San Marcos |
| Stanley, Mary Elizabeth..... | | Townsend, Tula..... | San Marcos |
| | San Marcos | Turner, Emily..... | Iredell |
| Summers, 'Wylie..... | San Marcos | Turner, Gladys..... | Red Rock |
| | | Walker, Dewey..... | Calvert |
| Talley, Allie Blanche.. | San Marcos | Wenzel, Willie..... | Sisterdale |
| Tate, Clyde..... | San Marcos | Wharton, Catavia..... | Joaquin |
| Teal, Pearl..... | Voss | Wiederaenders, Nettie.. | Round Top |

IRREGULAR

| | | | |
|------------------------|------------|-----------------------|------------|
| Bernes, Gladys..... | Luling | Henderson, Momer..... | Satin |
| Barth, Martha..... | Eddy | Kinser, H. J..... | Fairland |
| Chesser, Ada..... | Lockhart | Neighbors, Kitty..... | San Marcos |
| Dickerson, Mattie..... | Lockhart | Newby, Dennis D..... | Satin |
| Eberhardt, Elwine..... | Caldwell | Shiller, Elsa..... | Deanville |
| Foster, Zella..... | Eva | Wilson, Virgia..... | Lockhart |
| Hardeman, Ada..... | Goliad | Young, Gladys..... | Lockhart |
| Hayden, S. J..... | San Marcos | | |

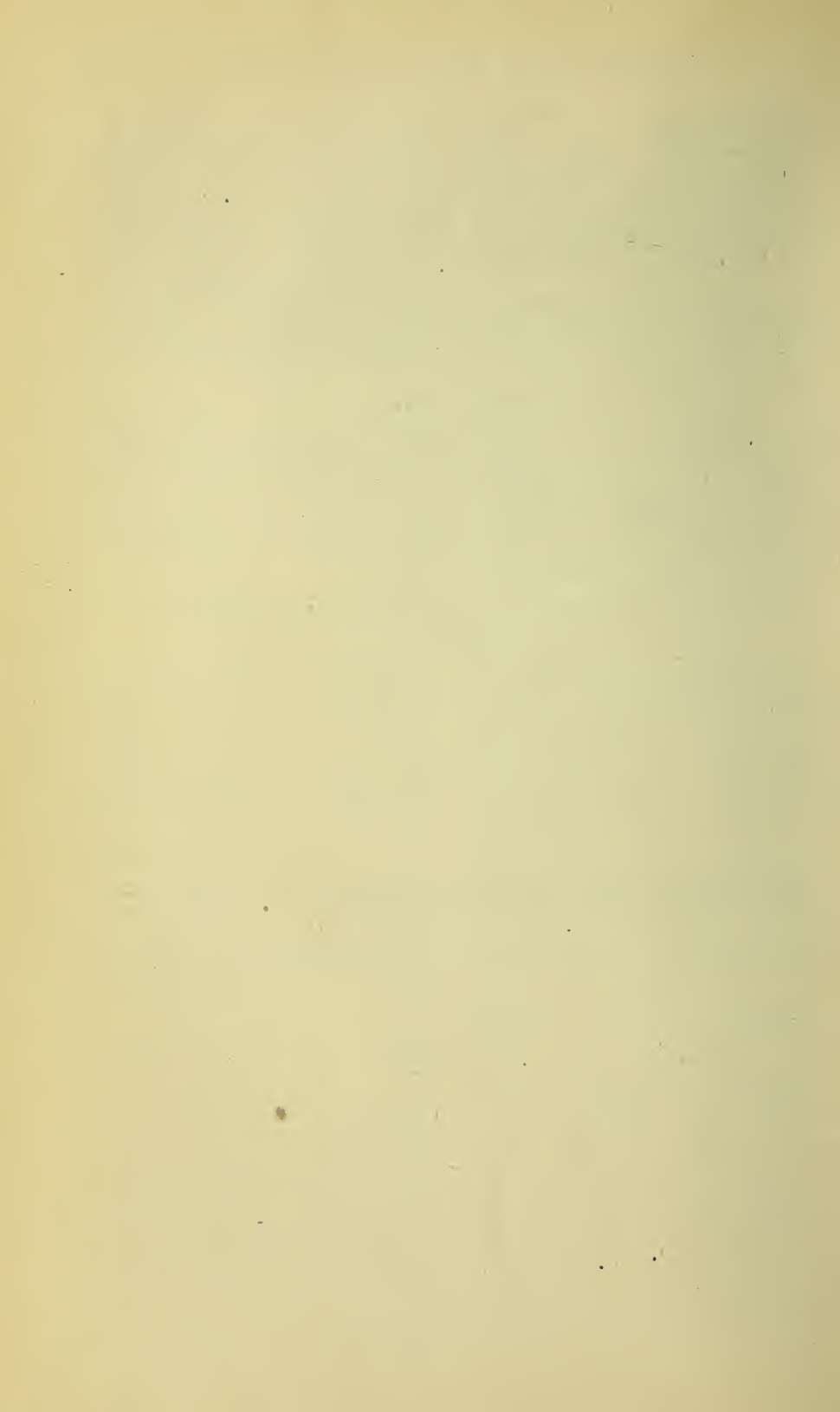
SUMMARY OF ENROLLMENT IN REGULAR SESSION,
1917-18

| | |
|----------------------|-----|
| College Juniors..... | 14 |
| Seniors | 101 |
| Juniors | 237 |
| Sophomores | 198 |
| Freshmen | 129 |
| Irregulars | 15 |

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The College publishes quarterly the *Normal School Bulletin*. This and any other desired information may be obtained by addressing.

C. E. EVANS, President,
San Marcos, Texas.



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The Southwest Texas State Normal College

CATALOG FOR 1919-20



SEVENTEENTH ANNUAL SESSION

SAN MARCOS, TEXAS

**The Southwest
Texas State Normal College
San Marcos, Texas**

CATALOG 1919-20

The Normal School Bulletin
Volume VIII., No. 4 **July, 1919**

Published Quarterly by the
SOUTHWEST TEXAS STATE NORMAL SCHOOL

Acceptance for mailing at special rate of postage provided for in Section
1103, Acts of October 3, 1917, authorized August 2, 1918

CALENDAR FOR 1919

January

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

February

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March

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April

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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

May

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| 31 | | | | | | |

June

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July

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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

August

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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

September

| S | M | T | W | T | F | S |
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| | 1 | 2 | 3 | 4 | 5 | 6 |
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| 28 | 29 | 30 | | | | |

October

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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

November

| S | M | T | W | T | F | S |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

December

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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

CALENDAR FOR 1920

January

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
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February

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April

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September

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| 30 | 31 | | | | | |

NORMAL COLLEGE CALENDAR

1919-20

1919

September 22-23....Monday-Tuesday....Registration
September 24.....Wednesday.....Fall quarter classes begin
September 29.....Monday.....Entrance examinations
November 27.....Thursday.....Thanksgiving Day
December 18.....Thursday.....Fall quarter closes
December 19-31....Friday-Wednesday..Christmas Recess

1920

January 1.....Thursday.....Winter quarter begins
March 17.....Wednesday.....Winter quarter closes
March 18.....Thursday.....Spring quarter begins
May 30.....Sunday.....Commencement sermon
May 31.....Monday.....Alumni meeting
June 1.....Tuesday.....Graduating exercises
June 8.....Tuesday.....Summer quarter begins
August 8.....Sunday.....Commencement sermon
August 13.....Friday.....Graduating exercises

BOARD OF NORMAL REGENTS

| | |
|-----------------------------------|-----------|
| HON. A. C. GOETH, President..... | Austin |
| HON. A. B. MARTIN..... | Plainview |
| HON. A. B. WATKINS..... | Athens |
| HON. R. J. ECKHARDT | Taylor |
| HON. J. A. ELKINS..... | Houston |
| HON. M. O. FLOWERS..... | Lockhart |
| HON. H. A. TURNER, Secretary..... | Austin |

ADMINISTRATIVE OFFICERS

| | |
|----------------------------|--------------------------------|
| C. E. EVANS..... | President |
| MRS. LILLIE T. SHAVER..... | Dean of Women |
| L. F. GARRETT..... | Superintendent Training School |
| C. E. FERGUSON..... | Registrar |
| C. E. CHAMBERLIN | Secretary |
| MISS GLADYS ALLISON..... | Librarian |
| MISS ETHEL COLLINS..... | Assistant Librarian |
| MISS MABEL GAINES..... | Y. W. C. A. Secretary |

FACULTY

- C. E. EVANS.....PRESIDENT
 B. A. Oxford College (Ala.), 1888;
 M. A. University of Texas, 1906.
-
- H. A. NELSON.....AGRICULTURE
 Graduate Southwest Texas State Normal School, 1909; Student
 Iowa State College, 1915-16.
-
- S. W. STANFIELD.....BIOLOGY
 B. A. Southwestern University, 1883; Graduate Student University
 of Chicago, Summer 1915.
-
- C. E. CHAMBERLIN.....BUSINESS ADMINISTRATION
 M. Accts. Ellsworth College, 1910.
-
- C. S. SMITH.....CHEMISTRY
 B. A. Baylor University, 1912; Graduate Student University of
 Chicago; University of Paris, France, 1919.
-
- MISS LILLIAN JOHNSON.....DRAWING
 B. A. University of Missouri, 1919.
-
- W. I. WOODSON.....EDUCATION
 B. S. D. Kirksville (Mo.) State Normal College, 1917; B. S. George
 Peabody College for Teachers, Summer 1919.
-
- BERTRAM HARRY.....EDUCATION
 Graduate Warrensburg (Mo.) Normal College, 1906; B. S. in Educa-
 tion University of Missouri, 1917; A. M. University
 of Missouri, 1918.
-
- MISS ELIZABETH FALLS.....EDUCATION
 B. S. Columbia University, 1907; Graduate Student University of
 Chicago, Summer, 1915.
-
- H. H. GOODMAN.....EDUCATION
 B. A. University of Texas, 1918; Graduate Student University of
 Texas, 1919.
-
- GATES THOMAS.....ENGLISH
 B. S. Austin College, 1897; B. Lit. University of Texas, 1900;
 Special Student University of Chicago, 1902; University
 of Texas, 1903.
-
- R. C. HARRISON.....ENGLISH
 B. A. University of Texas, 1912; M. A. University of Texas, 1917.
-
- R. A. MILLS.....ENGLISH
 B. A. University of Texas, 1914.
-
- J. E. BURK.....ENGLISH
 B. A. Southwestern University, 1914; B. S. in Education South-
 western University, 1914; Graduate Student University
 of Texas, 1917.

- MISS CHLOE E. TILDEN.....FRENCH
Graduate Whitewater (Wis.) Normal School; B. A. University of Wisconsin, 1915; M. A., University of Wisconsin, 1919.
-
- A. H. NOLLE.....GERMAN
B. A. University of Missouri, 1911; M. A. Suwanee University, 1912.
Ph. D. University of Pennsylvania, 1915.
-
- A. W. BIRDWELL.....HISTORY
M. A. George Peabody College for Teachers, 1916.
-
- M. L. ARNOLD.....HISTORY
Graduate North Texas State Normal College; B. A. University of Texas, 1915; Graduate Student University of Texas, Summers of 1917 and 1918.
-
- MISS RETTA MURPHY.....HISTORY
Graduate Texas Presbyterian College 1904; B. A. University of Texas 1915; M. A. University of Texas 1916.
-
- MISS MAUD E. THOMPSON.....HOME ECONOMICS
Graduate Iowa State Teachers College 1914; Ph. B. University of Chicago 1919.
-
- MISS LOUISE DAVIS.....HOME ECONOMICS
Graduate Southwest Texas State Normal School, 1914; Ph. B. University of Chicago, 1918.
-
- MRS. GEORGE TURNER.....HOME ECONOMICS
Graduate Southwest Texas State Normal School, 1914. Special Student George Peabody College for Teachers, Summer, 1916.
-
- MISS LUCY RATHBONE.....HOME ECONOMICS
B. S. in Home Economics, University of Texas, 1919.
-
- MISS HELEN M. CHRISTIANSON.....KINDERGARTEN
Graduate Iowa State Teachers College; B. S. University of Chicago, 1919.
-
- JOHN E. PRITCHETT.....LATIN
B. A. Pritchett College (Mo.), 1873; M. A. Pritchett College (Mo.), 1879; Graduate Student Johns Hopkins University, 1878-9.
-
- C. V. DENMAN.....MANUAL TRAINING
Graduate Illinois State Normal University, 1913; Student Columbia University, Summers 1913 and 1914; University of Chicago, Summer 1916.
-
- J. S. BROWN.....MATHEMATICS
B. S. University of Texas, 1903; M. A. University of Texas, 1906.
-
- MISS JESSIE A. SAYERS.....MATHEMATICS
B. S. Columbia University, 1914; Student University of Texas, 1900; Graduate Student Columbia University, 1915.

S. M. SEWELL.....MATHEMATICS
 B. A. University of Texas, 1905; M. A. University of Texas, 1906;
 M. S. University of Chicago, 1913.

C. E. FERGUSON.....MATHEMATICS
 B. A. Southern Methodist University, 1908; Graduate Student
 University of Chicago, 1910.

MISS MARY STUART BUTLER.....MUSIC
 B. A. Western College for Women (Ohio), 1918.

MISS LULA HINES.....PHYSICAL EDUCATION FOR WOMEN
 Graduate Sam Houston Normal Institute, 1883; Special Student
 University of Chicago, Summers 1901, 1903, 1905;
 Chautauqua, N. Y., Summer 1907; Columbia
 University, Summer 1910.

A. C. KRAUSE.....PHYSICAL EDUCATION FOR MEN
 B. A. University of Indiana, 1916.

W. C. VERNON.....PHYSICS
 B. S. University of Texas, 1905; M. S. University of Chicago, 1913.

G. H. SHOLTS.....READING AND PUBLIC SPEAKING
 Graduate Milwaukee State Normal School, 1913; B. A. University of
 Wisconsin, 1916.

A. C. BURKHOLDER.....SOCIOLOGY
 B. A. Washington and Lee University, 1913; M. A. George Peabody
 College for Teachers, 1915.

G. B. MARSH.....SPANISH
 B. A. Southwestern University, 1913; Graduate Student University
 of California, 1916.

TRAINING SCHOOL

LYNTON F. GARRETT.....SUPERINTENDENT
 Graduate Southwest Texas State Normal School, 1912; B. S.
 George Peabody College for Teachers, 1918

MISS EVELYN DAVIDSON.....PRINCIPAL RURAL TRAINING SCHOOL
 Graduate Southwest Texas State Normal School, 1917; Student Uni-
 versity of Texas, Summer 1917; Student George Peabody
 College for Teachers, Summer, 1918.

H. A. HANDRICK.....SUPERVISOR INDUSTRIAL SUBJECTS
 Graduate Southwest Texas State Normal College, 1918; Student
 George Peabody College for Teachers, Summer 1917; Student
 Bradley Polytechnic Institute, 1919.

MISS MATTIE ALLISON.....SUPERVISOR HIGH SCHOOL ENGLISH
 Louisiana State Normal; George Peabody College for Teachers, 1916-17.

MISS EDNA CAMPBELL.....SUPERVISOR HIGH SCHOOL SCIENCES
 B. S. George Peabody College for Teachers, 1918.

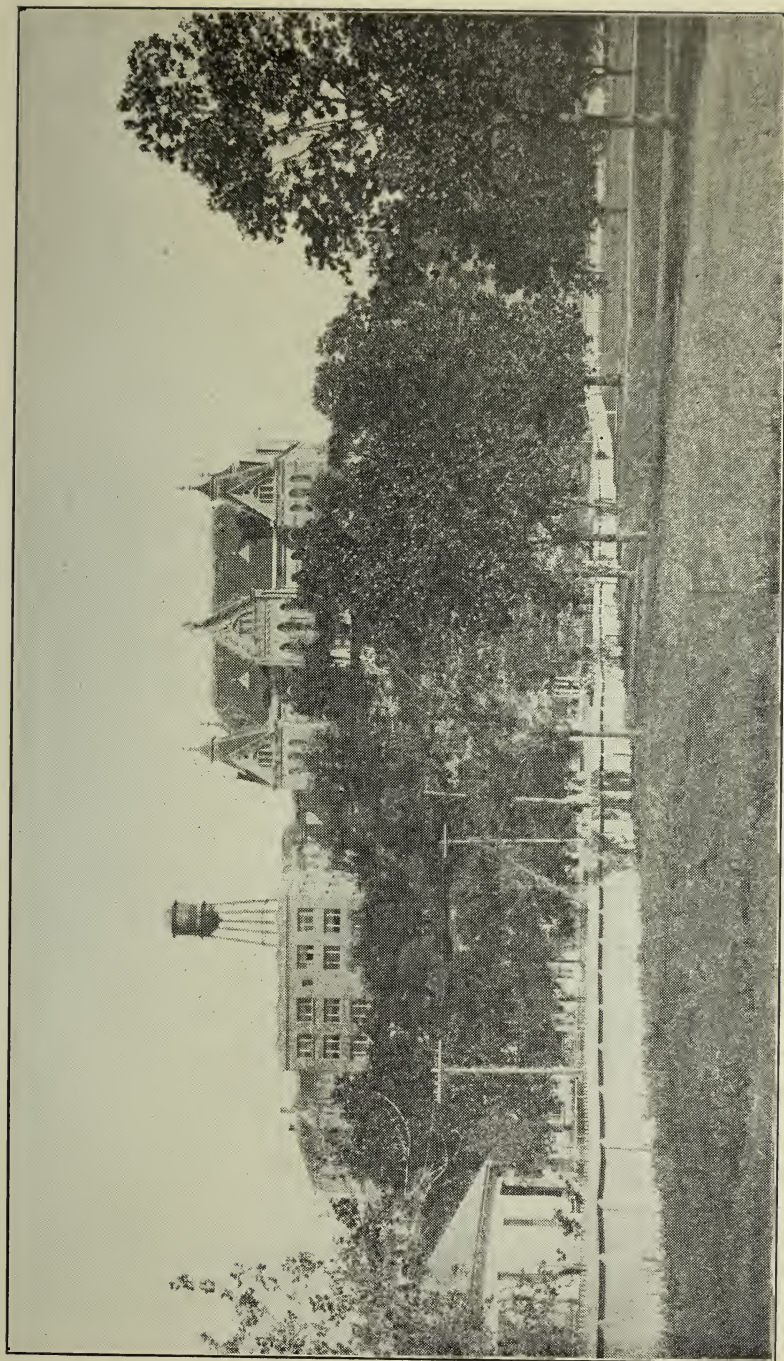
MISS CORA MCFARLAND.....SUPERVISOR HIGH SCHOOL HISTORY
B. A. North Texas Female College.

MISS RUBY HENDERSON.....SUPERVISOR FIFTH AND SIXTH GRADES
Graduate Southwest Texas State Normal College, 1918.

MISS FLORENCE KONE.....SUPERVISOR THIRD AND FOURTH GRADES
Graduate Sam Houston Normal Institute, 1903; Student University
of Texas, 1911; Columbia University, 1915; George
Peabody College for Teachers, 1916.

MRS. LILLA MAYFIELD.....SUPERVISOR FIRST AND SECOND GRADES
Graduate Southwest Texas State Normal School, 1907; Student
Iowa State Teachers College, Summer 1912.

MISS BESSIE BARNES.....
.....SUPERVISOR ELEMENTARY GRADES RURAL TRAINING SCHOOL
Graduate Southwest Texas State Normal School, 1913; Student
Chautauqua. N. Y., 1916; Student Colorado Teachers'
College, Summer 1919.



View of Normal from Federal Fish Hatchery.

SOUTHWEST TEXAS STATE NORMAL COLLEGE

CHIEF PURPOSE

It is the primary function of a Normal school to train teachers for service in the public schools of a State. It was to this end that the Legislature of the State of Texas established the Southwest Texas State Normal College. The entire machinery of the institution is organized for the accomplishment of that purpose. The courses of instruction offered contemplate the making of teachers well-balanced in academic and professional attainments, accompanied by a degree of efficiency secured by actual practice in teaching in the Normal Training School under skillful direction. The College offers its highest and best service to the young men and young women of Texas who desire to prepare themselves for educational leadership and for training the minds and characters of the children of this generation.

HISTORY OF THE COLLEGE

The Twenty-sixth Legislature in 1899 enacted a law providing for the establishment of "The Southwest Texas State Normal School." The management and control was vested in the State Board of Education. The Twenty-seventh Legislature in 1901 authorized the State Board of Education to appoint a local board of three trustees to act under its direction in the management of the school. In 1911 the Thirty-second Legislature created the Board of Normal Regents, consisting of the State Superintendent of Public Instruction and four other regents appointed by the Governor, with the approval of the Senate, and vested in this board complete control over the normal schools of Texas. The Thirty-third Legislature in 1913 put into effect the constitutional amendment lengthening the terms of boards of directors of State institutions to six years, increasing the number of regents from five to six, dividing them into three classes, and providing that two members should be appointed each biennial period. In 1917 the Board of Regents raised the standard of the State Normals by authorizing the addition of two extra years of work of college rank, thereby making them standard colleges. In pursuance of this policy the Southwest Texas State Normal College gave the third year of college work in the session of 1917-18 and the fourth year in 1918-19, leading to the Bachelor's Degree in Education.

LOCATION

The Southwest Texas State Normal College is located in San Marcos, a city of approximately six thousand inhabitants. It is situated on the Missouri, Kansas and Texas, and the International and Great Northern railways, fifty miles north of San Antonio, and thirty miles south of Austin. The school is situated on Normal Hill, an eminence beautiful in scenery, and commanding in its view of the surrounding country. San Marcos has an enviable reputation for healthfulness. It has been singularly free from epidemics of disease. As an educational center it has an excellent system of public schools and also a well-organized denominational school, San Marcos Academy, in addition to the Lone Star Business College and the State Normal College. The moral and religious atmosphere of the city is as wholesome as that of any other city in Texas.

PHYSICAL EQUIPMENT

The physical equipment of the College consists of a campus of twenty-four acres, six commodious brick or reinforced concrete buildings, all heated by steam and lighted by electricity. The school plant is amply furnished with school gardens, athletic field, courts for tennis, basketball, and volley ball, and a swimming resort.

Main Building. Erected of brick in 1903, and contains the administration offices, a large auditorium, ten recitation rooms, the textbook library, the Normal Exchange, and the Y. W. C. A. rest room.

Science Building. Erected of brick in 1908, and enlarged by the addition of a new wing in the summer of 1915. It contains the chemical, physical, biological, and agricultural laboratories, as well as classrooms and offices for teachers.

Library Building. Erected of brick in 1910, and contains the reference library and general reading rooms, and a large room on the ground floor used as the home of the department of Business Administration.

Manual Arts Building. Erected of reinforced concrete in 1912, and contains ten rooms especially equipped for classrooms and laboratories for the classes in manual training and home economics, including wood-work shop, kitchen and dining room, sewing room, and offices for teachers.

Education Building. Erected in 1918 of reinforced concrete at a cost of \$85,000 including furniture and fixtures. This building is modern in all respects and contains an auditorium, a gymnasium,

eleven rooms for the use of the nine grades of the Normal Training School, seven rooms for classrooms of the teachers of educational subjects, a psychological laboratory, and offices for teachers.

Power House. Erected of brick in 1915, and contains the boiler and engine rooms, a large battery room, and rooms equipped for the forging and metal-working shops of the Manual Training department.

Athletic Grounds. Consisting of Evans Field of five acres for football, baseball, and track work, with a covered grandstand large enough to accommodate all crowds, also containing ample dressing rooms, shower baths, and lockers. There are also tennis, basketball, and volley ball courts sufficient to accommodate all students who desire to engage in these sports either for pure pleasure or for credit in physical education.

Riverside Resort. This is the most popular feature of the Normal College plant. It is located on San Marcos River, a clear, cool, beautiful stream with water shallow enough for the learner in swimming and also deep enough for diving. The pool is large enough to accommodate from one hundred fifty to two hundred swimmers at a time. The bath house is new and commodious, and well supplied with dressing rooms and lockers. The resort includes a plat containing about two acres, and is an admirable place for picnics, evening parties, etc. The grounds are lighted by electricity from the college power plant.

School Gardens. These are ample for the classes in agriculture, and are easily accessible to the agricultural classrooms and laboratories in the Science Building.

GOVERNMENT

Discipline. The Southwest Texas State Normal College believes that the high calling of teaching requires men and women of uprightness of conduct and integrity of life, and invites to its classrooms persons of good habits, strong character, and noble purpose only. Students of this type voluntarily conform to the regulations of the school, refrain from improprieties of conduct without complaining, and counsel cheerfully and freely with the President and members of the faculty. Under these conditions the discipline in the college becomes a dignified appeal to worthy young men and women to maintain at all times the strictest fidelity to sound ideals of character, including diligence and conscientiousness in the discharge of school duties. In case there should be students of objectionable habits and incorrigible dispositions who enroll, they

will be advised to withdraw. The Normal School is not willing to grant teachers' certificates to persons whose ideals and practices are known to be unsound. Upon enrolling in the school each student is required to sign a pledge promising to comply with the regulations of the school; also, not to engage in any conduct which is unbecoming to one who is preparing to become a teacher; and not to leave town nor withdraw from school without the permission of the President. The student also agrees to resign whenever requested to do so by the President.

Delinquents. The student whose class work is unsatisfactory is given personal notice of the fact. Also official notice of the character of his work is sent to the parent or guardian. If the work is extremely unsatisfactory, the student is put on probation and may at any time be dismissed from the college. While on probation the student forfeits the privilege of engaging in any public game or contest.

Absence from class ten per cent or more of the number of recitations per quarter shall render a student liable to a reduction in term credit, to forfeiture of all credit, or to supplementary examinations before being entitled to credit. Absence immediately before the close of a quarter suspends credit for all courses, pending additional examinations. Absence at the beginning of the second or third quarter works forfeiture of the privilege of attending classes until formal approval is given by the President. Excuses for absences will not be considered unless presented promptly after the period of absence.

General Regulations. The regulations of the institution are for the protection of the students and do not abridge the freedom of those who conduct themselves as ladies and gentlemen, and who have due regard for law and order. They are as follows:

1. Students should obtain the approval of the President before leaving San Marcos at any time. Permission will not be granted students to leave school before the Christmas holidays begin nor to re-enter tardily when the session is resumed. In case of withdrawal from school before the close of the term, students must file with the President a statement of the cause for such withdrawal.

2. School will be in session from Tuesday to Saturday inclusive. All periods of the school day not used in recitation, and the hours of evening from 7 to 10 o'clock from Monday to Friday inclusive, are to be spent in the prosecution of school work. Students who are unwilling to meet this standard of application are not satisfactory members of the school and their membership may be discontinued at any time.

3. In the boarding houses, students are expected to be quiet, respectful, and polite, and, during study hours, not to engage in conduct that will interfere with the study of others, or with the comfort and rest of members of the family. Young men and young women are not permitted to board at the same house.

4. Students who are unwilling to be prudent and discreet in demeanor, to observe the ordinary rules of propriety of good homes, and, in general, to conduct themselves as ladies and gentlemen, should not enter a Normal School. The daily conduct of persons who expect to be teachers of boys and girls should be above criticism and reproach.

5. The smoking of cigarettes and the indulgence in intoxicating drinks are habits unworthy of a student in a Normal school. The use of tobacco is prohibited in the buildings and on the grounds.

6. Every student is expected to take not more than five subjects, and not fewer than three, not counting physical education. Special approval of the President is required in all variations from this regulation. Any student dropping a subject without proper approval forfeits the privilege of attending any class until reinstated by the President.

7. A student who fails to make a passing grade in three or more subjects during any school term is subject to reclassification or may be advised to sever his connection with the school as the merit of each case warrants. A student who fails to do the work in any class to which he has been assigned may be transferred to a lower class.

8. The school fixes a standard of attendance. Sickness is a justification for absence, but not a release from work missed; avoidable absence is a violation of the letter and spirit of the requirements of the school.

9. Students should not request time from school for visiting friends and relatives. Such visits should be limited to week-ends, and then should occur only in rare instances.

10. All public exercises, contests, and athletic games are under the general direction of the faculty. No student is eligible to enter any public game or contest unless his conduct and class standing are satisfactory.

STUDENT ACTIVITIES

Literary Societies and Clubs. In order that the students may have an opportunity for development and training in the arts of expression, public speaking, and parliamentary usage, and at the same

time improve themselves in some special line of civic, social, or cultural endeavor, seven literary societies are maintained: for the young men, the *Chautauqua* and the *Harris-Blair*; from the young women, the *Shakespeare*, the *Pierian*, the *Idyllic*, the *Comenian*, and the *Everyday*.

Besides the societies specifically literary there also exist the following organizations having more specialized objects: *La Salamanca* for the students of Spanish; *Le Circle Francais* for students of French; *Germanistische Gesellschaft*, for the students of German; and the *Komensky*, for the Bohemian students. All of these have as part of their object, at least, the cultivation of a more intimate acquaintance with the literature, the music, and the language of these nations. There is also the *Country Life Club* for those students that are interested in the problems of rural life.

Athletics. This branch of student activities is deservedly well stressed. The participation in athletic contests and the work on atheltic teams bears the same relation to physical education that classroom work does to academic courses. Clean sportsmanship and co-operative team work are the immediate aims.

Among the principal forms of athletics for men are football, basketball, track, tennis, volley ball, baseball, and swimming. For the women basketball, volley ball, tennis, and swimming are offered.

Intercollegiate contests are scheduled with several of the most prominent schools and colleges, the schedules for which will appear in the daily papers.

Satisfactory class work is required of all students before taking part in intercollegiate contests. No student is allowed to be a member of regular athletic teams for a greater number of years than are before him when he enrolls in the Normal School.

Religious Organizations. The Young Men's Christian Association, and the Young Women's Christian Association have regular organizations and meet weekly for devotional services. They foster Bible and Missionary Study classes, encourage by practical means attendance at the preferred church and Sunday school, emphasize habits of Christian living, and do whatever else seems best to meet the social and spiritual needs of the students. They have been quite successful in finding places in the school and the town where students might secure work to help pay expenses. Both associations send representatives to their respective State Conventions. The Newman Club also maintains an efficient organization for social and religious work.

Entertainments. Each year there is offered for the entertainment and improvement of the students, and supported by them, a

strong Lyceum Course consisting of about six numbers. Some of the features offered during the past three sessions were: the Madam Seotney Company, Mrs. Bertha Kunz Baker, Maude Powell, Castalluci's Italian Orchestra, and other numbers of similar quality.

The various clubs and literary societies give social functions during the session, and feature annually a colonial pageant on Washington's birthday.

Publications. The Senior Class publishes annually the *Pedagog* which represents the activities and spirit of the student body for the current year. *The Normal Star* is a student weekly that gives the important school news and furnishes a medium for the publication of communications prepared by students.

ALUMNI ASSOCIATION

This Association has a permanent organization, and holds its meetings annually during commencement. It seeks to promote fellowship among graduates and former students; to advance their professional interest; and to keep them in sympathetic touch with the interests, needs, and activities of the school. The Association endeavors to keep an accurate catalog of the names, addresses, and professional status of its members, to the end that their success and usefulness, as well as the ideals and services of their *Alma Mater*, may be duly appreciated.

STUDENT HELP

Each year a limited number of students get some assistance in making their way in school. This help comes from one of three sources:

The Freshney Memorial Fund, begun several years ago by faculty members in honor of Alfred Freshney, B. S., Professor of Chemistry and Physics in the Normal, who died November 21, 1906. This now amounts to several hundred dollars. This money is loaned at a low rate of interest, to students who, but for such aid, could not remain in school.

The Alumni Association, which has from time to time, contributed to the Freshney Memorial Fund by annual fees collected from members of the Association, as when the classes of 1917 and 1918 bought Liberty Bonds and donated the income from these bonds to this fund.

The Young Men's and Young Women's Christian Associations, which do what they can to find employment for deserving students

by furnishing work in the Normal Exchange, a supply store for students, or by assisting them, where possible, to find work in town.

STUDENT WELFARE COMMITTEE

The Normal College recognizes the students as a part of its administrative machinery. In order that they may be officially represented each class elects from among its number a student as a member of the Student Welfare Committee. This committee meets regularly with the President and with other members of the faculty to discuss such measures as pertain to the general well-being of the student body. Already much good has resulted from this form of closer cooperation between the faculty and the students, while it also gives an opportunity for initiative on the part of the student body as a whole, and offers incentives for the development of leadership on the part of individual students.

GENERAL INFORMATION

ROOM AND BOARD

Although the Normal College has no dormitories, it assures boarding students accommodations through its system of approved boarding houses. To entitle a home to be placed upon the approved list, the householder agrees to the following conditions: to accept only students and instructors of the Normal College, not to board both men and women students in the same house, to keep rooms and premises comfortable and sanitary, and to co-operate cordially with college authorities in the enforcement of regulations essential to the welfare of boarding students. The list of approved boarding houses is revised in March and July of each year. The Normal College reserves the right to remove students at any time from a boarding house, the proprietor of which fails to co-operate in upholding the regulations of the institution.

Students are free to select their own boarding places from the approved list, and after the first two weeks of school may make changes only with the consent of the designated committee. In each instance, this consent must be obtained prior to the date of change.

Students cannot expect always to secure board and rooms in the same house or within one or two blocks of the Normal College. Many students find highly satisfactory arrangements by taking rooms at one place and meals at another. In some instances, economy of living is prompted thereby. Reservations for rooms and board are not necessary but may be made at the discretion of students. Bear in mind that the college anticipates the demands of attendance by ample provision for all young men and young women who may come. Students should not be influenced in the selection of boarding houses by solicitors at the station or on the street.

Rates of Board. Unsettled conditions growing out of the war brought about changes in rates for board. The regular list of approved boarding houses printed July 3, 1919, shows rates ranging from \$19 to \$21 per month for meals, \$4 to \$5 per month for rooms, and \$23 to \$25 per month for board and rooms in the same house. Students will not find the cheapest rate of board in the houses nearest the Normal School building. The rates specified are as cheap as can be obtained for the same quality of board in any other college in Texas.

INCIDENTAL FEE

The incidental fee is \$15 for the regular session, payable upon entrance. With the exception of the classics used in the supplementary work of the English Department, all text books are furnished free to students. When all books used by a student are returned in good condition, \$2 will be refunded. *No additional fees* are charged for manual training, home economics, commercial work, physical education, library, or any other subjects.

Upon the recommendation of almost a unanimous vote of the student body, the Board of Normal Regents approved a blanket tax of one dollar per term for the support of student activities. The privileges secured by the payment of the student tax are: admission to all athletic contests, free subscription to the weekly school newspaper, tickets to lyceum courses, and such other activities as may be agreed upon by the Student Welfare Committee and the President.

Qualifications. No person who is under sixteen years of age January 1, 1920, will be admitted. Students who have completed the equivalent of the ninth grade of a standard high school should be able to enter the Freshman class; students who have completed the equivalent of the tenth grade should be able to enter the Sophomore class; students who have completed fifteen or more admission units, should be able to enter the Junior class; graduates of high schools of the first, second, and third classes are given entrance credits on the basis of high school units satisfactorily completed.

The Classification Committees will be in session at the Normal Monday, September 22, and Tuesday, September 23, for the purpose of classifying. All students should confer with these committees before enrolling for work.

GENERAL FIELD WORK

The Normal College desires to be of service in as many fields as possible, and to enlarge its scope of usefulness, it offers to the educational public the following lines of work:

Committee on Appointments. In order that the College may serve both its own students and public school officials it maintains a Committee on Appointments. It is the function of this committee to find a suitable position for each worthy teacher, and to supply an efficient teacher for each school seeking one. Special effort is made to obtain reliable information concerning vacancies. The committee is careful to recommend only such teachers as in its best judgment can fill acceptably the position in question. So far it has not been

possible to supply the demand for thoroughly trained teachers. No charge is made for the service of the committee.

Institute Work. The Normal College is at all times ready to supply instructors or special lecturers for teachers' institutes or teachers' associations. It will send out members of its faculty at any time to discuss educational questions, and to give expert advice along all lines of school administration, methods of instruction, and pedagogical principles and practices. Any superintendent, principal, or director of an institute may secure such service by making application to the President of the College. No charge is made for such service but it is expected that expenses of travel and necessary entertainment be paid by those using this privilege.

Many have already availed themselves of this service. Frequently our instructors have been used as organizers and directors of county or city institutes. A normal college must be ready to serve the educational interests of the State whether by preparing teachers for the public schools in its classrooms or by assisting those who are already in active teaching service.

Special Addresses. The College is no less ready and willing to furnish speakers for special occasions, such as commencement addresses, educational rally-day exercises, Sunday School conventions, farmers' institutes, mothers' clubs, etc. During the past year various faculty members have taken active and leading parts in war work activities such as drives for Red Cross, Young Men's Christian Association, Liberty and Victory Loans, and have also conducted classes in Red Cross work or served as Y. M. C. A. secretaries.

ADVANCED CREDIT FOR NORMAL GRADUATES

The Texas Agricultural and Mechanical College admits without examination to its Junior class any student who completes the Normal Senior class in a Texas State Normal College leading to a Normal diploma and teachers' certificate in the courses of agriculture, manual training, science, and history-English, and, upon satisfactory completion of two years of college work will confer the degree of Bachelor of Science in Agricultural Education.

George Peabody College for Teachers gives graduates of Texas State Normal Colleges under the four-year course two years of college credit without any entrance conditions, thereby making it possible for such graduates to secure the Bachelor's Degree in two years.

The University of Missouri grants advanced standing to graduates of Texas State Normal Colleges as follows:

"A graduate of a State Normal School who has completed four

years' work in an accredited high school and at least two years' (six quarters') work in the Normal School will be admitted to junior standing in the College of Arts and Sciences. The same standing will be given to a graduate of a State Normal School who has completed three years in the high school and three years in the Normal School, or two years in the high school and four years in the Normal School.'

The University of Texas admits graduates of the five State Normal Colleges under the four year course with full entrance units and sufficient college credits to secure degree in two years, foreign language, however, being required for all degrees. Students completing the first three years in a Normal College may expect one year's college credit, provided foreign language units are presented.

SUMMER QUARTER

The marked growth and success of the Summer School has assured its permanency. Many teachers while in public school service are taking advantage of the opportunities offered for Normal College training without losing any time from school work. Prospective teachers, and others desiring to complete courses for advanced college credit, and also students who are deficient in entrance requirements, will find classes suited to their needs. Graduates of Texas State Normal Colleges, under former courses, and other advanced students of college rank, by study in the Summer School can complete the additional work required for professional High School diplomas, or for the Bachelor's Degree. **Summer Normal** classes are conducted by capable instructors for those preparing for the State Examinations. The same requirements are made of students who attend the Summer School as are made of those in attendance during the regular session. The Summer Bulletin, which gives detailed information concerning the summer work, is issued on February 15 of each year. It may be had by addressing a request to the President.

ENTRANCE REQUIREMENTS

The following regulations govern the admission of students to the State Normal Colleges of Texas:

1. **Uniform Requirements.** The requirements for admission to the various classes of the State Normal Colleges of Texas are uniform, as directed by the State Normal School Board of Regents.

2. **Age.** Any person who is sixteen years of age on or before

Addenda

ENTRANCE REQUIREMENTS

To simplify the admission of students from classified high schools, the uniform entrance requirements as published in the regular catalog are to be accepted with the changes hereafter named: Graduates of high schools of the first class not affiliated will be admitted to the Sophomore class with the privilege of satisfying Junior entrance by class work and by examination at the close of one term. Graduates of high schools of the second class will be admitted to the Sophomore class without condition. Graduates of high schools of the third class will be admitted to the Freshman class, but if such graduates have finished a four-year high school course, these graduates have the privilege of clearing entrance requirements to the Sophomore class in one term. Students completing the tenth grade of a high school of the first class or second class will be admitted to the Sophomore class without examination. Students may, however, take entrance examination for admission to higher classes than those to which they are entitled on the basis of classified high schools.

SCHOLARSHIPS

The Board of Normal Regents offers scholarships annually to the honor students among young women and to the honor students among young men in the graduating class of each fully affiliated high school. These scholarships entitle the holders to exemption from incidental fees in a Texas Normal College.

The Board of Normal Regents offers annually one scholarship, worth \$100.00, to each of the Normal Colleges, open to students who have completed with high rank a two-year or three-year college course in a Normal College.

C. E. EVANS, President.

San Marcos, Texas.
August 20, 1919.

January 1 of the school year may enter a State Normal College at the beginning of the fall term, or at any suitable time during the school year.

3. **Standard Admission Unit.** All claims for admission are reduced as far as possible to standard high school admission units, a unit being a year's work—180 recitations of 40 minutes each—in an accredited high school. A first-class high school offers a possible 15 admission units; a second-class high school offers a possible 11 admission units; a third-class high school offers a possible 7 admission units.

4. **Accredited High School.** Accredited high schools are those approved by the State Department of Education, and work done in such schools, when officially certified to, is accepted for admission.

5. **Credentials.** Credentials entitling the holder to exemption from examination must be official statements signed by proper authorities. Promotion cards and diplomas from high school and colleges must be accompanied by official statements of the work completed by the students, and signed by the superintendent, principal, or president. *Work partially completed is not considered for admission credits.*

6. **Required Admission Units.** Applicants for admission to the Freshman class shall present a minimum of seven admission units as follows:

| | |
|----------------|--------------------------------|
| Algebra 1 or 2 | History 1 or 2 |
| English 2 | Electives sufficient to make 7 |

If application is made for admission to the Latin section of the Language Course, one admission unit of Latin is required.

Applicants for admission to the Sophomore class shall present eleven admission units as follows:

| | |
|---------------------------------|-----------|
| Algebra 2 | History 2 |
| Geometry $\frac{1}{2}$ or 1 | English 2 |
| Electives sufficient to make 11 | |

For admission to the Language Course, the requirement is two units of Latin or one unit of modern language.

Applicants for admission to the Junior class shall present $14\frac{1}{2}$ admission units (after September 1919, 15 units) as follows:

| | |
|---------------------------------|------------|
| English 3 | Algebra 2 |
| History 2 | Geometry 1 |
| Electives sufficient to make 15 | |

For admission to the Language Course, three units of Latin or two units of a modern language are required.

For admission to the Senior class, a statement must be pre-

sented showing the completion of one year's (45 term-hours) college work, including three term-hours in Education. (A term hour is one recitation per week for twelve weeks, requiring two hours preparation therefor by a student of average ability.)

For admission to the College Junior Class a statement must be presented showing the completion of two years' (90 term-hours) college work, including at least one year's (9 term-hours) work in Education.

For admission to the College Senior Class a statement must be presented showing the completion of at least three years' (135 term-hours) college work, including at least two years' (18 term-hours) work in Education.

Students meeting the admission requirements in all subjects except Education may elect this subject as part of their work.

7. Admission on Teachers' State Certificates. The following admission credits are allowed to holders of State certificates:

1. Second Grade Certificate:

| | |
|---------------------------------------|---------------------------|
| English 1 | Management $\frac{1}{2}$ |
| History $\frac{1}{2}$ | Agriculture $\frac{1}{2}$ |
| Physiology and Hygiene $\frac{1}{2}$ | Unspecified 1 |
| One or more year's work in teaching 1 | |
| Total 5 units. | |

2. First Grade Certificate:

| | |
|---|--------------------------------------|
| English 3 | Ancient History 1 |
| Algebra 2 | Medieval and Modern History 1 |
| Geometry 1 | Physical Geography $\frac{1}{2}$ |
| American History $\frac{1}{2}$ | Physiology and Hygiene $\frac{1}{2}$ |
| Management $\frac{1}{2}$ | Agriculture $\frac{1}{2}$ |
| Civics $\frac{1}{2}$ | |
| One or more year's experience in teaching 1 | |
| Total 12 units. | |

3. Permanent Primary Certificate:

(a) *Built upon a Second Grade Certificate.* The five units allowed on the second grade certificate, and the following $4\frac{1}{2}$ units:

| | |
|-----------------------------|----------------------------------|
| English 3 | Physical Geography $\frac{1}{2}$ |
| Civics $\frac{1}{2}$ | Psychology $\frac{1}{2}$ |
| Total $9\frac{1}{2}$ units. | |

(b) *Built upon a First Grade Certificate.* The 12 units allowed on the first grade certificate and the following $1\frac{1}{2}$ units:

| | |
|------------------------------|--------------------------|
| English 1 | Psychology $\frac{1}{2}$ |
| Total $13\frac{1}{2}$ units. | |

4. Permanent Certificate:

| | |
|---|--------------------------------------|
| English 4 | Physiology and Hygiene $\frac{1}{2}$ |
| History $2\frac{1}{2}$ | Agriculture $\frac{1}{2}$ |
| Mathematics 4 | Management $\frac{1}{2}$ |
| Civics $\frac{1}{2}$ | Psychology $\frac{1}{2}$ |
| Bookkeeping $\frac{1}{2}$ | Physiology $\frac{1}{2}$ |
| One or more year's experience in teaching 1 | |
| Total 15 units. | |

Electives. The list of subjects from which admission units may be chosen is as follows:

| | |
|-------------------------------------|--------------------------------------|
| Education: | Commercial Law $\frac{1}{2}$ |
| Elementary Psychology $\frac{1}{2}$ | Economics or Sociology 1 |
| School Management $\frac{1}{2}$ | Science: |
| English 3 or 4 | Biology 1 |
| History: | Botany 1 |
| American 1 | Chemistry 1 |
| Ancient 1 | Introduction to Science 1 |
| English 1 | Physics 1 |
| Medieval and Modern 1 | Physiography $\frac{1}{2}$ |
| Civics $\frac{1}{2}$ | Physiology and Hygiene $\frac{1}{2}$ |
| Language: | Zoology 1 |
| Latin 2, 3 or 4 | Commercial Geography $\frac{1}{2}$ |
| French 2 or 3 | Vocational: |
| German 2 or 3 | Agriculture $\frac{1}{2}$ to 2 |
| Spanish 2 or 3 | Bookkeeping $\frac{1}{2}$ or 1 |
| Mathematics: | Domestic Art $\frac{1}{2}$ or 1 |
| Arithmetic $\frac{1}{2}$ | Domestic Science $\frac{1}{2}$ or 1 |
| Algebra 2 | Drawing $\frac{1}{2}$ or 1 |
| Plane Geometry 1 | Manual Training $\frac{1}{2}$ or 1 |
| Solid Geometry $\frac{1}{2}$ | Music $\frac{1}{2}$ or 1 |
| Trigonometry $\frac{1}{2}$ | Stenography and Typewriting 1 |

9. **Admission by Examination.** Applicants who do not present credentials from accredited high schools for admission to the above named classes may absolve the standard entrance requirements by examination.

Applicants for the Freshman class must be examined upon entrance in all required subjects; applicants for admission to other classes must be examined upon entrance in the required English, history, mathematics, and science, and may defer examinations in other subjects to the middle of the session. These regulations apply to students from affiliated or accredited high schools, who may be admitted partly by examination, as well as to students who enter by examination solely.

10. **Admission of Mature Students.** Persons twenty-one years of age or over, who are not graduates of standard high schools, may, at the discretion of the President of the Normal College, be admitted without examination to any of the classes below the Senior, or fourth year. In the enforcement of this regulation, especial consideration

will be given to mature students whose training has been followed by successful experience in teaching, to students who have had other practical preparation, and to those who have made especial attainments in some particular line. Students admitted in this manner will, upon the completion of the work of the Junior class in English, history, mathematics, and science, with a grade of "C," be given credit for full admission in these subjects. Other admission units may be absolved in like manner. *In all cases, mature students and others must remove conditions and satisfy the admission requirements to the satisfaction of the Admission Committee not later than two years after entrance, and before any certificate can be granted.*

11. **Credits from Other Institutions.** Admission credits for work done in any college or university are determined by the President of the Normal College. Work completed satisfactorily in any one of the Texas State Normal Colleges is fully recognized by the others. Those completing the work of the first year in one normal college are admitted to the second year class in any State Normal College in Texas, and similarly to other classes; provided, that of the forty-five term-hours required for a certificate, at least fifteen must be made in the normal college that issues the certificate, and provided also that the entire forty-five term-hours required for Normal diploma must be done in the normal college that issues the diploma.

CERTIFICATES

1. The student completing the work of the Freshman (first year) class receives a second grade certificate valid for six years.

2. The student completing the work of the Sophomore (second year) class receives a first grade certificate valid for six years.

3. The student completing the work of the Junior (third year) class receives a first grade certificate stating which of the seven courses he pursued, and valid for six years.

4. The student completing the work of the Senior (fourth year) class receives a permanent certificate, stating the course pursued, which certificate is valid during good behavior.

5. All certificates are issued by the State Department of Education, and are signed by the State Superintendent of Public Instruction.

6. The student completing the work of the Senior class is also awarded the diploma of the College. The diploma states the special course completed. It bears the seal of the College, and is signed by the President.

7. Upon completion of the College Senior, or sixth year, the



Biology Laboratory.

diploma conferring the degree B. A. or B. S. is awarded the student.

8. A permanent certificate is awarded also to those students who complete the College Junior or College Senior year and who have not previously been granted the permanent certificate during the course.

9. The certificates granted by the State Normal College should not be confused with certificates obtained from summer normal institutes and county boards of examination.

10. Certificates granted by the State Normal Colleges may be built upon for higher certificates, but the Normal Colleges do not grant certificates to applicants by simply "taking the additional subjects" for higher certificates.

11. Standard high school work may be accepted and not repeated in the State Normal Colleges and students may be allowed to elect other subjects in their stead; but credit for high school work shall not be subtracted from the forty-five term-hours required for issuance of teachers' certificates.

12. A student completing two full quarters' work of a given class and meeting the residence requirement of two quarters, may, upon passing a satisfactory examination in one quarter's work of the next lower class, be granted the certificate of such lower class.

13. A student who has been in attendance three full quarters and who fails in one or more subjects, may be granted the certificate of a lower class at the discretion of the faculty.

14. A student who has at any time been granted a certificate from a Texas State Normal College, may, upon completion of two-thirds of the work required for the next higher grade of certificate, receive a certificate of the same grade formerly granted him.

15. When students transfer academic credits from accredited colleges and attend a State Normal College for work in education only, they are recommended to the State Superintendent of Public Instruction for a State Certificate only, as provided by law.

ORGANIZATION

The Southwest Texas State Normal College has the following departments of work:

The Normal Training School, which comprises the first nine grades of work of the public school, and in which, under the direction of the Principal and Supervisors, all work in practice teaching is done. Graduation from the Training School admits one into the Freshman class of the Normal Department without examination.

The Training School includes a model two-teacher rural school, located in the country but easily accessible. Students preparing to teach

in the rural schools of the State will do their practice teaching here under actual country conditions.

The Normal Department, which comprises the first and second years of the school. Completion of the first, or Freshman year, entitles one to a second grade state certificate valid for six years. Completion of the second, or Sophomore year, entitles one to a first grade state certificate valid for six years. Completion of this year's work also entitles one to clear entrance to the Normal College.

The Normal College—Diploma Division, which comprises the first two years of college work. Completion of the first college year, or Junior class, entitles one to a first grade state certificate valid for six years, at the expiration of which period the certificate may be renewed without further work. Completion of the second college year, or Senior class, entitles one to the Normal Diploma and a permanent, or life certificate. Holders of the Normal Diploma are eligible, without examination, to entrance to the Degree Division of the Normal College.

The Normal College—Degree Division, which comprises the third and fourth years of college work. Completion of the third, or College Junior year, entitles one to an advanced diploma or to certification and official recommendation for teaching in the high schools of the State. Completion of the fourth, or College Senior year, entitles one to the Bachelor of Arts or the Bachelor of Science Degree in Education. The Bachelor of Arts degree will be conferred upon the presentation of the required language for admission to the Junior College class, and in addition thereto two college years in a foreign language. The Bachelor of Science Degree will be conferred without the foreign language requirement for admission or for graduation.

SYSTEM OF GRADING AND CREDITS

Grade Symbols. Term grades of a student are determined by his daily oral and written work, and by tests or quizzes, usually unannounced, given at intervals during the quarter. These grades are indicated by the following symbols: A represents excellent work; B, good; C, fair; D, passing, and F, failure. In case the work of any student is incomplete during any quarter, such student may be conditioned by the instructor, but such condition must be removed during the first quarter's attendance after being conditioned. In case of failure the student must take the entire work in class again.

Grade Points. The issuance of a certificate of any grade is dependent upon the standing of a student as determined by what are called "grade points." That is, a student must make thirty grade

points, or an average of C, before he can obtain a certificate. In determining grade points the grade symbols have the following values: A equals 4 grade points; B, 3 grade points; C, 2 grade points; D, 1 grade point. The student in any class who fails to make the required thirty grade points on the fifteen units of work of his class may take work in the next higher class until the thirty grade points are made, at which time a certificate will be issued. It is understood, of course, that in the next higher class, grade points cannot be counted twice. For instance, a Sophomore who finds it necessary to do some Junior work in order to get the required thirty grade points, would have to make sufficient grades in the remainder of his Junior work to fulfill the necessary conditions; or, he would have to get sixty grade points in all for the two years' work.

The Unit of Credit. The unit of credit shall be the "term-hour,"—a term-hour being defined as one recitation per week (or its equivalent) for one quarter of twelve weeks, requiring two hours' preparation therefor by the student of average ability.

Equivalents. The following are recognized equivalents:

1. For the Freshmen and Sophomores, four recitations per week, requiring a total weekly preparation of five hours, are equivalent to three term-hours.

2. Two hours of laboratory work per week, requiring one hour of preparation and subsequent completion of notes, are equivalent to one term-hour.

3. Three hours of laboratory work per week, requiring no preparation and no subsequent work on notes, are equivalent to one term-hour.

4. Subjects requiring little or no preparation for the recitations are given term-hour credits according to the total time required, based upon the principle in the above equivalents.

Majors and Minors. A major is a subject in which a student does his most intensive work. The major may consist of a minimum of 36, or a maximum of 54 term-hours. A minor may consist of a minimum of 18, or a maximum of 27 term-hours of college work.

The Quarter's Work. The work of a quarter is fifteen term-hours, exclusive of regular assignment in physical education. All students are required to take physical education twice a week during the first two years of residence. A student may elect and count toward a certificate, diploma, or B. S. degree, six term-hours of physical education in addition to the two years required.

DIPLOMA COURSES

Each of the seven courses certified on pages 25 to 31 offers opportunity for specialization in one or more subjects and at the same time

assures accurate scholarship for general public school work. The diploma courses emphasize teaching in the primary and elementary grades. Courses prescribed are, for the most part, suggestive only; other courses of the same rank may be substituted upon proper approval.

A student who expects to receive a certificate at the end of the term must notify the Registrar by the fourth week of that term.

Teachers of primary and elementary grades are advised to take at least one unit in music and drawing in the Junior or Senior year.

Students noticeably deficient in penmanship, spelling, and practical English may be required to make up such deficiencies under the direction of a faculty committee.

Freshmen and Sophomores who present credits from standard affiliated high schools for Mathematics 2, 4, 5, 6, or Biological Science 2, may substitute foreign language and such other units as their schedule warrants.

Changes from one course to another frequently involve loss of credits, and are not advised.

All students are required to take Physical Education twice a week during the first two years of residence work.

The courses from 1 to 20 are elementary and given in the Normal Department. *College credit cannot be given for elementary courses.* Courses from 101 to 299 are usually given in the Diploma Division; courses from 301 to 401 and higher are usually given in the Degree Division. With the proper approval, courses in the Diploma Division and Degree Division may be interchanged. Unless otherwise specified, a course is three term-hours, which represents three recitations per week for twelve weeks, each period of recitation being fifty minutes in length.

AGRICULTURE.

| Freshman. | | Sophomore. | |
|-----------------------------------|----------|---------------------------------|----------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Agriculture 1 | 3 | Agriculture 3 | 3 |
| Biological Science 2 | 3 | Education 2 | 3 |
| Drawing 1 or Music 1 | 3 | English 4, 5 and 6 or 7 or 14 . | 9 |
| Education 15 | 3 | History 3, 4 | 6 |
| English 1, 2, 3 | 9 | Mathematics 5, 6 | 6 |
| History 1, 2 | 6 | Reading 1 | 3 |
| Mathematics 2, 4, 20 | 9 | <i>Elective:</i> | |
| <i>Elective:</i> | | Physics 17, 18) | |
| Chemistry 1, 2) | | or) | 6 |
| or) | | Chemistry 1, 2) | |
| Physics 17, 18) | 6 | Manual Training 1, 2, 3) | |
| Commercial 10) | | (3 or 9 hours)) | |
| Free | 3 | Biological Science 3 .) | |
| | | Home Economics 1, 2, 3) | |
| | | (3 or 9 hours)) | |
| | | Music 1 or Drawing 1) | 9 |
| | | (3 hours)) | |
| | | or) | |
| | | Commercial 14, 7, 8) | |
| | | or) | |
| | | Foreign Language) | |
| | | (9 hours)) | |
| | <hr/> 45 | | <hr/> 45 |
| Junior. | | Senior. | |
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 101, 104 and 111 or | | Education 204, 212 and 106 | |
| 106 | 9 | or 202 | 9 |
| English 101, 102, and 103, or | | English 301, or 207, or 208 . | 3 |
| 207, or 208 | 9 | History 313, 415 | 6 |
| Mathematics 109 | 3 | Mathematics 107, 214 | 6 |
| Sociology 102 | 3 | Sociology 203 | 3 |
| <i>Major:</i> | | <i>Major:</i> | |
| Agriculture 101, 102, 103 | 9 | Agriculture 207, 208, 209 . . . | 9 |
| <i>Minor:</i> | | <i>Minor:</i> | |
| Chemistry 107, 108, 109) | | Chemistry 214, 215, 216) | |
| Physics 101, 102, and 103) | | (3 or 9 hours)) | |
| or 104) | | Physics 104, 205, 206) | |
| Home Economics 101, 102,) | | (3 or 9 hours)) | |
| 103, 110, 111) | | Home Economics 201, 202) | 9 |
| (3 or 9 hours)) | 9 | 203) | |
| Manual Training 101, 102,) | | (3 or 9 hours)) | |
| 103) | | Teaching Course in Educa-) | |
| (3 or 9 hours)) | | tion (3 hours)) | |
| Commercial 104, 105, 210) | | | |
| <i>Elective:</i> | | | |
| Free (3 hours) | 3 | | |
| | <hr/> 45 | | <hr/> 45 |

HISTORY-ENGLISH.

| Freshman. | | Sophomore. | |
|--------------------------------|--------|---------------------------------|--------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Agriculture 1. | 3 | Education 2. | 3 |
| Biological Science 2. | 3 | English 4, 5 and 6 or 14.... | 9 |
| Drawing 1 or Music 1. | 3 | History 3, 4. | 6 |
| Education 1. | 3 | Mathematics 5, 6. | 6 |
| English 1, 2, 3. | 9 | Reading 1. | 3 |
| History 1, 2. | 6 | <i>Major:</i> | |
| Mathematics 2, 4, 20. | 9 | Foreign Language. | 9 |
| Foreign Language. | 9 | <i>Elective:</i> | |
| | | Home Economics 1, 2, 3) | |
| | | Manual Training 1, 2, 3) | |
| | | (6 or 9 hours)) | |
| | | Chemistry 1, 2) | |
| | | Physics 17, 18) | |
| | | (6 hours))... 9 | |
| | | Drawing 1 or Music 1) | |
| | | (3 hours)) | |
| | | Commercial 4 or 14, 7, 8) | |
| | | or) | |
| | | Commercial 1, 2, 7) | |
| | | Free) | |
| | | (3 hours)) | |
| | 45 | | 45 |
| Junior. | | Senior. | |
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 101, 104, and 111 | | Education 204, 212 and 106 | |
| or 106. | 9 | or 203. | 9 |
| English 101, 102, 103. | 9 | English 301, 207, 208. | 9 |
| Sociology 102. | 3 | Sociology 203. | 3 |
| <i>Major:</i> | | <i>Major:</i> | |
| History 106, 109, 110. | 9 | History 206, 207, 111. | 9 |
| <i>Minor:</i> | | <i>Minor:</i> | |
| Manual Training 101, 102,) | | English 311 or 312 or 203) | |
| or 205, 103) | | History 301 or 302 or 313) | |
| Home Economics 101, 102,) | | (3 hours)) | |
| 103, 110, 111) | | Chemistry 109 or 110, 214,) | |
| Chemistry 107, 108, and) | | 215) | |
| 109 or 110) 9 | | Physics 101, 102 and 103) 9 | |
| Physics 101, 102, and 103) | | or 104) | |
| or 104) | | Mathematics 107, 109, 208) | |
| Biological Science 101, 102,) | | or 112) | |
| 103) | | Sociology) | |
| Foreign Language) | | 3 hours in related subjects.. 3 | |
| Commercial 104) | | Free. 3 | |
| Free. 6 | | | |
| | 45 | | 45 |

Two years of foreign language are required for entrance to the Junior year of the History-English course. A foreign language may also be continued in the Junior and Senior years.

HOME ECONOMICS.

Freshman.*Constants:* Hours:

| | |
|----------------------------|---|
| Agriculture 1. | 3 |
| Biological Science 2. | 3 |
| Drawing 1 or Music 1. | 3 |
| Education 1. | 3 |
| English 1, 2, 3. | 9 |
| History 1, 2. | 6 |
| Mathematics 2, 4, 20. | 9 |
| Physics 17, 18) | |
| Chemistry 1, 2) | 6 |
| (6 hours)) | |
| <i>Elective:</i> | |
| (3 hours) | 3 |

45

Junior.*Constants:* Hours:

| | |
|------------------------------|---|
| Education 101, 104 and 111 | |
| or 106. | 9 |
| English 101, 102 and 103, or | |
| 207 or 208. | 9 |
| Manual Training 101. | 3 |
| Sociology 102. | 3 |

Major:

| | |
|--------------------------------|---|
| Home Economics 101 or 110, and | |
| 102 or 111 and 103. | 9 |

Minor:

| | |
|--------------------------|---|
| Chemistry 107, 108) | |
| Biological Science 107) | 9 |

Elective:

| | |
|--------------------------|---|
| Commercial 204, 205) | |
| Biological Science 105) | |
| Chemistry 110) | 3 |
| Manual Training 205) | |
| History 110 or 111. | |

45

Sophomore.*Constants:* Hours:

| | |
|--------------------------------------|---|
| Education 2. | 3 |
| English 4, 5 and 6, or 7 or 14. | 9 |
| History 3, 4. | 6 |
| Mathematics 5, 6. | 6 |
| Reading 1. | 3 |

Major:

| | |
|------------------------------|---|
| Home Economics 1, 2, 3. | 9 |
|------------------------------|---|

Minor:

| | |
|---------------------------|---|
| Chemistry 1, 2) | |
| (6 hours)) | |
| Physics 16, 17, and 18,) | |
| or 19) | |
| (3, 6, or 9 hours)) | |
| Manual Training 1) | 9 |
| Biological Science 3) | |
| (3 hours)) | |
| Commercial) | |
| 4 or 14, 7, 8) | |
| Drawing 1) | |
| (3 hours)) | |

45

Senior.*Constants:* Hours:

| | |
|----------------------------------|---|
| Chemistry 214, 215, 217. | 9 |
| Education 205 or 204, 212 | |
| and 106 or 202. | 9 |
| English 301, or 207 or 208. | 3 |
| History 301. | 3 |
| Sociology 203. | 3 |

Major:

| | |
|--------------------------|---|
| Home Economics 201, 202, | |
| 203 | 9 |

Minor-Elective:

| | |
|-----------------------|---|
| Commercial) | |
| 204, 205) | |
| Teaching course) | |
| (3 hours)) | |
| Manual Training 205) | |
| (3 hours)) | |
| Home Economics) | 9 |
| (3 hours)) | |
| Drawing) | |
| (6 hours)) | |

45

LANGUAGE

| Freshman | | Sophomore | |
|------------------------------|----------|------------------------------|----------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Agriculture 1..... | 3 | Education 2..... | 3 |
| Biological Science 2..... | 3 | English 4, 5 and 6 or 14.... | 9 |
| Drawing 1 or Music 1..... | 3 | History 3, 4..... | 6 |
| Education 1..... | 3 | Mathematics 5, 6..... | 6 |
| English 1, 2, 3..... | 9 | Reading 1..... | 3 |
| History 1, 2..... | 6 | <i>Major:</i> | |
| Mathematics 2, 4, 20..... | 9 | Foreign Language..... | 9 |
| Foreign Language..... | 9 | <i>Elective:</i> | |
| | | Commercial 1, 2, 7 |) |
| | | Chemistry 1, 2 |) |
| | | Physics 17, 18 |) |
| | | (6 hours) |) |
| | | Home Economics 1, 2, 3 |) |
| | | (3 or 9 hours) |).. 9 |
| | | Manual Training 1, 2, 3 |) |
| | | (3 or 9 hours) |) |
| | | Free |) |
| | | (3 hours) |) |
| | <hr/> 45 | | <hr/> 45 |
| Junior | | Senior | |
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 101, 104 and 111 | | Education 204, 212 and 106 | |
| or 106..... | 9 | or 203..... | 9 |
| English 101, 102, 103..... | 9 | English 301, 207, 208..... | 9 |
| Sociology 102..... | 3 | Sociology 203..... | 3 |
| History 102, 103, 104, 208.. | 6 | <i>Major:</i> | |
| <i>Major:</i> | | Foreign Language..... | 9 |
| Foreign Language..... | 9 | <i>Minor:</i> | |
| <i>Elective:</i> | | Foreign Language |) |
| Chemistry 107, 108 |) | English 203, 311 |) |
| Physics 101, 102, 103 or |) | or 312 (3 hours) |) |
| 104 |) | History 301 or 302 or 313) | |
| (6 hours) |) | Chemistry 109 or 110, 214,) | |
| Commercial 104, 105, 106 |) | 215 |).. 9 |
| Home Economics, 101, |) | Physics 101, 102, 103 or) | |
| 102, 103, 110, 111 |) | 104 |) |
| (3 or 9 hours) |) | Mathematics 107, 109, 208) | |
| Manual Training 101, |).. 9 | or 112 |) |
| 102 or 205, 103 |) | <i>Elective:</i> | |
| (3 or 9 hours) |) | Teaching course..... | 3 |
| Foreign Language |) | Free. . . | 3 |
| (9 hours) |) | | |
| Free |) | | |
| (9 hours) |) | | |
| | <hr/> 45 | | <hr/> 45 |

MANUAL TRAINING.

| Freshman | | Sophomore | |
|--------------------------------|--------|--------------------------------|--------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Biological Science 2..... | 3 | English 4, 5 and 6 or 7..... | 9 |
| English 1, 2, 3..... | 9 | History 3, 4..... | 6 |
| History 1, 2..... | 6 | Education 2..... | 3 |
| Education 1 or 15..... | 3 | Mathematics 5, 6..... | 6 |
| Drawing 1 or Music 1..... | 3 | Reading 1..... | 3 |
| Mathematics 2, 4, 20..... | 9 | Manual Training..... | 9 |
| <i>Elective:</i> | | <i>Elective:</i> | |
| Chemistry 1, 2..... | 6 | Commercial 14, 7, 8 or Physics | |
| Free. | 6 | 17, 18 or 19..... | 6 |
| | | Free. | 3 |
| | <hr/> | | <hr/> |
| | 45 | | 45 |
| Junior | | Senior | |
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 101, 104, 106 or | | Education 202, 212 and 106 | |
| 111. | 9 | or 204..... | 9 |
| English 101, 102, 103..... | 9 | English 301, 207, 208..... | 3 |
| Sociology 102..... | 3 | Sociology 203..... | 3 |
| Mathematics 107..... | 3 | History 415, 313..... | 3 |
| <i>Major:</i> | | Mathematics 208, 210..... | 6 |
| Manual Training 101, 102, | | <i>Major:</i> | |
| 103. | 9 | Manual Training 201, 202, 203 | 9 |
| <i>Minor:</i> | | <i>Minor:</i> | |
| Chemistry 107, 108, 109 or) | | Manual Training 301,) | |
| 110) | | 303) | |
| Physics 101, 102, 103, 104) | | Commercial 204, 205) | 9 |
| Biological Science 101, 102,) | 9 | Science) | |
| 103) | | Agriculture) | |
| Commercial 210) | | Mathematics) | |
| Free. | 3 | Teaching course..... | 3 |
| | <hr/> | | <hr/> |
| | 45 | | 45 |

PRIMARY ARTS.
ELEMENTARY SCHOOL.

| Freshman | | Sophomore | |
|-----------------------------|--------|------------------------------|--------|
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Agriculture 1..... | 3 | Education 2..... | 3 |
| Biological Science 2..... | 3 | English 4, 5 and 6 or 14.... | 9 |
| Drawing 1 or Music 1..... | 3 | History 3, 4..... | 6 |
| Education 1..... | 3 | Mathematics 5, 6..... | 6 |
| English 1, 2, 3..... | 9 | Reading 1..... | 3 |
| History 1, 2..... | 6 | <i>Elective:</i> | |
| Mathematics 2, 4, 20..... | 9 | Drawing 1 or Music 1..... | 3 |
| <i>Elective:</i> | | Home Economics 1, 2, 3) | 9 |
| Chemistry 1, 2) | | Foreign Language) | |
| Manual Training 1, 2,) | | or | |
| Drawing 1 or Music 1).... | 9 | Manual Training 1, 2).... | 6 |
| or) | | Physics 17, 18) | |
| Foreign Language) | | | |
| | 45 | | 45 |
| Junior | | Senior | |
| <i>Constants:</i> | Hours: | <i>Constants:</i> | Hours: |
| Education 104, 107, and 111 | | Education 205, 212 and 207, | |
| or 108..... | 9 | or 203..... | 9 |
| English 101, 102 and 103, | | English 105, 208 or 301.... | 3 |
| or 207 or 208..... | 9 | Sociology 203..... | 3 |
| History, 109..... | 3 | <i>Major:</i> | |
| Sociology 102..... | 3 | 6 hours Music and 3 hours) | |
| <i>Major:</i> | | drawing or) | 9 |
| Drawing 103, 205) | | 6 hours drawing and 3) | |
| (3 or 6 hours)) | | hours Music) | |
| Music 103, 104) | 9 | <i>Minor:</i> | |
| (3 or 6 hours)) | | Home Economics 101, 102,) | |
| <i>Minor:</i> | | 103) | |
| Home Economics 101, 102,) | | (6 or 9 hours)) | |
| 103, 110, 111) | | Agriculture 102) | 9 |
| Manual Training 101, 102,) | 9 | History 110, 111) | |
| or 205, 103) | | Foreign Language) | |
| Science) | | <i>Elective:</i> | |
| Foreign Language) | | English 301, 311, 312) | |
| <i>Elective:</i> | | (3 or 6 hours)) | |
| Free. | 3 | Science or Mathematics) | |
| | | (6 or 9 hours)) | 12 |
| | | History 208, 209) | |
| | | (3 or 6 hours)) | |
| | | Related subjects) | |
| | 45 | | 45 |

Not more than two years of foreign languages should be taken in the Primary Arts course.

SCIENCE-MATHEMATICS.

| Freshman | |
|---------------------------|--------|
| <i>Constants:</i> | Hours: |
| Biological Science 2..... | 3 |
| English 1, 2, 3..... | 9 |
| History 1, 2..... | 6 |
| Mathematics 2, 4, 20..... | 9 |
| Drawing 1 or Music 1..... | 3 |
| Education 1..... | 3 |
| Agriculture 1..... | 3 |
| <i>Elective:</i> | |
| Chemistry 1, 2) | |
| Physics 17, 18)..... | 6 |
| Free. | 3 |

 45

| Junior | |
|--|--------|
| <i>Constants:</i> | Hours: |
| Education 101, 104 and 111 or 106..... | 9 |
| English 101, 102 and 103 or 207 or 208..... | 9 |
| Sociology 102..... | 3 |
| <i>Major:</i> | |
| Mathematics 109, 107 and) 208 or 115) | |
| Chemistry 107, 108, 109) | 9 |
| Physics 101, 102, 103) | |
| Biological Science 101, 102,) 103) | |
| <i>Minor:</i> | |
| Any of the unelected majors) | |
| History 106, 109, 111) | |
| Manual Training 101, 102,) or 205, 103) | 9 |
| Home Economics 101, 102,) 103, 110, 111) | |
| Commercial 210) | |
| Free. | 6 |

 45

| Sophomore | |
|---|--------|
| <i>Constants:</i> | Hours: |
| English 4, 5 and 6 or 7..... | 9 |
| History 3, 4..... | 6 |
| Education 2..... | 3 |
| Mathematics 5, 6..... | 6 |
| Reading 1..... | 3 |
| <i>Elective:</i> | |
| Commercial 4, 5 or 8) | |
| Physics 17, 18) (6 hours))... 6 | |
| Chemistry 1, 2) | |
| Manual Training 1, 2, 3) (3 or 9 hours)) | |
| Biological Science 3) | |
| Home Economics 1, 2, 3) (3 or 9 hours)) | |
| Drawing 1 (3 hours))...12 or) | |
| Foreign Language) (9 hours)) | |

 45

| Senior | |
|---|--------|
| <i>Constants:</i> | Hours: |
| Education 204, 212 and 106 or 202..... | 9 |
| English 301 or 207 or 208... | 3 |
| Sociology 203..... | 3 |
| <i>Major:</i> | |
| Mathematics 210, 214, 216) 9 hours of Chemistry, Phys-) 9 ics or Biological Science) | |
| <i>Minor:</i> | |
| 9 hours of Science or 9 hours of Mathematics... .. | 9 |
| <i>Elective:</i> | |
| Commercial 204, 205 | |
| Teaching course..... | 3 |
| 9 hours of related subjects.. | 9 |

 45

DEGREE COURSES

Beginning with the session 1918-19 the Southwest Texas State Normal College offers courses in the College Junior and College Senior years, leading to the degrees of Bachelor of Arts and Bachelor of Science in Education. Graduation under the four-year Diploma Course of the Texas State Normal Colleges, or the completion of two years' work of college rank, including the standard college entrance units, is prerequisite for admission to Degree Courses.

The degree of Bachelor of Arts will be conferred on students who complete two college years in foreign language in addition to two years of high school foreign language; degree of Bachelor of Science will be conferred upon other students completing the College Junior and College Senior years. Ninety term-hours must be completed in the College Junior and College Senior years, 180 term-hours in all, in both Diploma and Degree divisions, being required for a degree. Forty-two term-hours must be in Education; 36 to 54 term-hours in an academic major; 27 term-hours in an academic minor; and 18 term-hours in a second academic minor. Candidates for a degree shall also present 18 term-hours of English, 9 term-hours of Social Science; 9 term-hours of Laboratory Science; and 9 term-hours of Mathematics, provided that the requirement with reference to Mathematics shall apply to the B. A. degree only.

Suggestive Course for B. A. or B. S. Degree.

| College Junior | | College Senior | |
|--------------------------------|----------|-------------------------------|----------|
| <i>Required: 18 hours</i> | Hours: | <i>Required: 18 hours</i> | Hours: |
| English 301 or 311..... | 3 | English 401 or 402..... | 3 |
| History 312 or 313..... | 3 | History 415 or 417..... | 3 |
| Sociology 304 or 303.... | 3 | Sociology 401 or 303.... | 3 |
| Education 301, 302, 304. | 9 | Education 401, 403, 413.. | 9 |
| | <hr/> 18 | | <hr/> 18 |
| <i>Elect 27 hours:</i> | | <i>Elect 27 hours:</i> | |
| Agriculture 308, 310.... | 6 | Education 402, 404..... | 3 to 6 |
| Education 305..... | 3 | English 403, 406, 402, or | |
| English 208, 203, 312...3 to | 9 | 401. | 3 to 9 |
| History 301, 302.....3 to | 6 | History 416, 417, 418....3 to | 9 |
| French 301, 302, 303.... | 9 | French 401, 402, 403.... | 9 |
| Spanish 301, 302, 303.... | 9 | Latin 501, 502, 503..... | 9 |
| Latin 401, 402, 403... .. | 9 | Mathematics 411, 421, 431 | |
| Home Economics 301, 302, | | 413. | 3 to 12 |
| 303. | 3 to 9 | Spanish 401, 402, 403.... | 9 |
| Manual Training 301, 302, | | Home Economics 304, 305, | |
| 303. | 3 to 9 | and unelected unit.... | 9 |
| Mathematics 310, 320, | | Unelected Physics or | |
| 313. | 3 to 9 | Chemistry of College | |
| Music 307, 308, 208, 209, | | Junior. | 9 |
| 210, 211. | 3 to 6 | Free. | 9 |
| Chemistry 217, 310, 311.3 to | 9 | | |
| Drawing 307, 308.....3 to | 6 | | |
| Physics 301, 302.....3 to | 6 | | |
| Unelected Senior subjects.3 to | 6 | | |
| Free. | 9 | | |
| | <hr/> 27 | | <hr/> 27 |
| | <hr/> 45 | | <hr/> 45 |

Course of Study Leading to B. S. Degree in Vocational Home Economics.

| Junior | | College Junior | |
|------------------------------|----------|-------------------------------|----------|
| | Hours: | | |
| Foods. | 9 | Theory of Teaching, H. E. 203 | 3 |
| Clothing. | 3 | Clothing and Textiles..... | 9 |
| English 101, 102, 104..... | 9 | Foods. | 6 |
| Chemistry 107, 108..... | 6 | Chemistry 306, 216..... | 6 |
| Education 111 or 106..... | 3 | Education 204. | 3 |
| Elementary Design 103..... | 3 | Psychology. | 6 |
| Physics 107. | 3 | Bacteriology (107)..... | 6 |
| Household Physics 108..... | 3 | Elective. | 6 |
| Biological Science 106..... | 6 | | |
| | <hr/> 45 | | <hr/> 45 |
| Senior | | College Senior | |
| Clothing. | 9 | Practice Cottage).... | |
| Foods. | 3 | Household Management).... | 9 |
| Chemistry 214, 215, 217..... | 9 | Sanitation).... | |
| English 301, 203..... | 6 | Dietaries and Nutrition..... | 9 |
| Design 104 or 206..... | 3 | Practice Teaching. | 9 |
| History 106, 313..... | 6 | Sociology. | 6 |
| Education 104. | 3 | Millinery. | 3 |
| Elective. | 6 | Elective. | 9 |
| | <hr/> 45 | | <hr/> 45 |

DEPARTMENTS OF INSTRUCTION.

AGRICULTURE

MR. NELSON

ELEMENTARY COURSES

1. Elementary Agriculture.

A general course in agriculture designed to prepare the student to teach the subject in the one-teacher rural school, and to lay a foundation for further work in this subject.

3. Live Stock Feeding and Judging.

This course consists of the study of the nutritive value of various feeds, the balancing of rations, and the consideration of the types of animals best suited for the dairy, for pork, for draft purposes, etc.

Prerequisite, Agriculture 1 or its equivalent.

COLLEGE COURSES

102. School and Kitchen Gardening.

The principles of planning and managing the school garden and the kitchen garden will be studied and used in demonstration. The course is intended to prepare the student to plan rotation of vegetables that will furnish the table every week in the year.

Prerequisite, Agriculture 1 or its equivalent.

103. Rural Economics.

A study of the economic problems underlying the welfare of the farmer: factors of agricultural production; distribution of agricultural income; co-operation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credit; the maintenance of the social, political and economic status of the farmer. Same as Sociology 103.

Prerequisite, Sociology 102.

104. Plant Propagation and Culture.

The study of plants relative to heredity, environment, and improvement will be taken up in some detail. The class work will be supplemented and intensified by demonstration in the field and garden. Special work will be done in cotton classing relative to the standard grades.

Prerequisite, Agriculture 1 or its equivalent.

206. Farm Dairying and Creamery Management.

The planning and management of the farm dairy, the economy of feed and labor, and the relation of the farm dairy to the maintaining of soil fertility will be studied. The handling of milk in the most sanitary manner, and the disposition of dairy and creamery products in the most profitable form will be discussed in detail. Demonstrations will be made with the Babcock milk tester and the cream separator.

Prerequisite, Agriculture 1 or its equivalent.

207. Irrigation and Drainage.

Practical rather than theoretical irrigation will receive most attention. The behavior of different plants and soils when receiving excess of water will be closely studied. Ditches, levées, power pumps, and water supplies will be considered in some detail. The department is equipped with a gas engine, irrigation pump, and an overhead system of applying water. Practically every phase of the irrigation problem may be seen in operation.

Prerequisite, Agriculture 1, and Physics 17 and 18 or their equivalent.

209. Soil Physics and Management.

The physical properties of soil will be closely studied with special stress on the texture and structure. The management of different soils relative to maintaining good aeration and sufficient moisture will be studied and demonstrated. Actual field experiments will be made.

Prerequisite, Agriculture 1, and Physics 17 and 18 or their equivalent.

308. Farm Crops.

The life history and improvement of the plants which constitute our standard crops will be studied and demonstrated under field conditions. It will be shown how special conditions of labor, location, and shipping facilities determine largely what crops can be profitably grown.

Prerequisite, Agriculture 1 and 104 or their equivalent

310. Public School Agriculture.

It is the aim of this course to prepare teachers to introduce and promote successfully the study of agriculture in the public schools. The needs and facilities of different communities, from the one-teacher school to the agricultural high school, will be the basis for the work.

Prerequisite, Agriculture 1 and 102 or their equivalent.

BIOLOGICAL SCIENCE

MR. STANFIELD

ELEMENTARY COURSES

1. Physical Geography.

This course includes a brief review of descriptive geography and a study of the subjects usually covered in a high school physical geography.

2. Sanitation and Hygiene.

In this course attention will be given to the structure of the tissues, the organs and their function, and sanitation.

3. Zoology.

In this course the students will study types of the branches of the animal kingdom. The natural history of the subject will be emphasized rather than the technical, with a view to preparing the students to teach nature study in the schools. A special study will be made of insects injurious to farm and garden crops, and the means of controlling them will be explained and demonstrated as far as time and opportunity will permit. Attention to field work will be given in certain groups.

COLLEGE COURSES

101, 102, 103. General Biology.

This course of a full year in general biology is offered to Junior students in the Science-Mathematics group who desire to stress the biological science work.

105. Advanced Physiology.

This is an advanced course offered for home economics students. Prerequisite, 2 or its equivalent.

106. General Biology.

An elementary course in general biology for students in the Home Economics and the Primary Arts groups.

107. Bacteriology.

A strong course in classroom and laboratory bacteriology for stu-



Campus Scene.

dents in the Home Economics group. This course presumes a good course in general chemistry and the equivalent of courses 105 and 106 as a foundation for the work offered.

201, 202, 203. Botany.

An advanced course in botany planned to meet the needs of Senior students in the Science-Mathematics group who are making the biological science work their major.

213. The Teaching of Geography.

The State Course of Study in geography furnishes the basis for the work. Exercises are given in map-drawing, modeling, and charting. Emphasis is given to lesson planning and observation work.

301, 302, 303. Zoology.

This is a course in advanced zoology in which the study of types of the leading phyla of the animal kingdom will be emphasized. *Hegner's College Zoology* will be used.

BUSINESS ADMINISTRATION

(Commercial)

MR. CHAMBERLIN

The special aims of the Department of Business Administration of the Normal College are twofold: first, to prepare teachers to organize and conduct commercial departments in the high schools; second, to offer elective courses to those who desire some business training in connection with their general education. The keeping of accounts is a valuable acquisition to every individual, and the mastery of typewriting and shorthand is of inestimable value in his studies as well as in his business or professional career.

1, 2, 3. Shorthand

Course 1 includes the first twelve lessons in the Gregg Manual, special drills in shorthand penmanship, together with work in the beginners' department of the Gregg Writer.

Course 2 completes the Gregg Manual and the exercises from the shorthand plates in the Gregg Writer.

Course 3. Special attention is given to phrase writing, reading exercises, dictation exercises, and Gregg Speed Practice. Requirements, 80 words per minute. Nine hour credits.

4, 5, 6. Bookkeeping.

This work is equivalent to the work given in the first class high school. It includes many of the modern accounting principles. Actual business papers are used throughout the course, and both the practical and pedagogical sides are emphasized. It is planned especially for those students who aspire to become high school teachers. Individual instruction is given. Three terms.

7, 8. Typewriting.

The touch method is used. The students are trained to write rapidly and accurately. The first term's work includes the mastery of the keyboard and the mechanical features of the machine; easy letter writing and dictation work. The second term completes the course, special attention being given to tabulating and to business and legal forms. Credit is given on the basis of proficiency in the work. Passing requirement, thirty words per minute, ten minute test. Two terms. Three credits.

10. Public School Penmanship.

This course embraces the principles of public school penmanship, and includes the mastery of good business writing together with the

psychology of the teaching of writing in the grades. Special attention is given to the methods of teaching. One term. One and a half hours' credit.

14. Farm and House Accounts.

In this course special attention is given to the accounts of the farm and household, such as private personal accounts, household accounts, live stock accounts, crop accounts, labor reports, feed records, etc. One term. Three hours' credit.

104, 105, 106. Shorthand.

This work embraces the work of the second year in shorthand, special attention being given to the reading of shorthand notes and to special phrase writing. Several books written in shorthand will be studied, and a speed of 125 words per minute is a passing requirement.

107, 108, 109. Bookkeeping.

This work covers the second year of bookkeeping, special attention being given to corporations, railroading, real estate, banking, etc.

204, 205. Elementary Accounting.

This course is designed to cover the principles of elementary accounting and is a bridge between course 109 and higher accounting. The work embraces the following subjects: origin of bookkeeping, single entry and double entry bookkeeping, assets and liabilities, classification of accounts, value of correct analysis of accounts, function of the books of original entry, controlling accounts, consignments, partnership accounts, manufacturing accounts, agencies, depreciation, revenue and capital, stocks and bonds, valuation of good will.

Prerequisite, courses 107, 108, or 109.

210. Commercial Law.

This course is designed to cover the subject of business law, and embraces the study of elementary law, contracts, sale of personal property, agencies, partnerships, corporations, negotiable instruments, real estate law, bankruptcy, insurance, guaranty and suretyship, banks and banking.

304, 305. Advanced Accounting and Auditing.

This course takes up the more advanced theory and practice of practical accounting, theory, and auditing. The purpose of this course is to prepare those thoroughly familiar with general account-

ing to advance to the position of certified public accountants. Auditing is taken up in detail and the course covers the study of mergers, consolidations, and corporations,—special attention being given also to such special lines of business as the Board of Trade, Stock Brokers, building and loan associations, insurance companies, contractors, clubs, bank and trust companies, public service companies, governmental and institutional accounts. The course is designed to develop the analytical powers, the grasping of the salient points in problems, the elimination of unnecessary matters in the answer, and the distinction between true and superficial cause and effect.

CHEMISTRY

MR. SMITH

ELEMENTARY COURSES

1, 2. Elementary Chemistry.

These two units cover the ground usually considered in high school chemistry, and lay the foundation for further work in chemistry. Much laboratory work is done, and a constant effort is made to relate the work in chemistry to the daily needs of the pupils, and to show the importance of this science in the industrial development of the nation.

3. Household Chemistry.

This is a qualitative and descriptive introductory course in general chemistry, and is intended to give the student some understanding and appreciation of the important applications of chemistry arising in the study of agriculture, home economics, physiology, etc., and to prepare the way for a further study of chemistry later in the course. This course has no prerequisite, and should not be taken by any student who intends to take courses 1 and 2.

COLLEGE COURSES

105, 106. Chemistry.

These two units constitute the general chemistry for the first college year for students who have had little or no previous training in chemistry.

107, 108. General Chemistry.

These two units constitute the general chemistry for the first college year for students who have had high school chemistry or its equivalent. The treatment of the subject matter here will presuppose a knowledge of elementary chemistry, and will be more advanced than in 105 and 106.

Prerequisite, 1 and 2, or high school chemistry.

109. Qualitative Analysis.

This is an introductory course in the elements of qualitative analysis, and, with either courses 105 and 106, or 107 and 108, constitutes the full year in chemistry.

Prerequisite, 105 and 106, or 107 and 108.

110. Applied Chemistry.

This unit in chemistry is planned to meet the needs of students in home economics and allied groups. It gives attention to the practical applications of chemistry in the household and laboratory. Important applications of chemistry in industrial development will receive due attention throughout the course.

Prerequisites, any two courses in chemistry.

214, 215. Organic Chemistry.

The aim of these two units, which should be taken in consecutive terms and in the order of numbers, is to present the ground work of organic chemistry and to prepare the way for further work in the study of the chemistry of foods and of physiological chemistry which will be needed by students who are specializing in home economics or in biological sciences. At the same time a foundation is laid for the study of advanced organic chemistry or other phases of pure chemistry.

Prerequisites, 105 and 106, or 107 and 108.

216. Quantitative Analysis.

This course is an introduction to quantitative analysis. A series of carefully planned determinations of the composition of a few selected substances will be made in the laboratory, and such discussion of principles and theory as is necessary to a clear understanding of the fundamentals of analysis will be given in lectures and recitations. An additional unit in quantitative analysis will be offered to students who desire further work in this line.

Prerequisites, three college courses in chemistry.

310, 311. Advanced General Chemistry.

A course in general chemistry taking up some of the most important phases of modern theoretical and physical chemistry. The course will consist of laboratory work and lecture recitations in this very important field.

217. Physiological Chemistry.

A course dealing with some of the fundamental problems of chemistry of the vital processes will be given as the need for this course arises for those in the groups making biology or home economics their major work.

Prerequisite, 215.

DRAWING

MISS JOHNSON

ELEMENTARY COURSES

1. Elementary Drawing.

A course for beginners in drawing. A study of tree forms, their characteristic shapes and growth; use of the tree in simple landscape composition; using pencil and crayon; still life composition; design applied to book covers, titles, and vase forms; lettering; story illustrating; free hand perspective.

2. Elementary Drawing.

A continuation of course 1, with special attention to composition; the arrangement of two objects within a given space; the use of trees in landscapes after a study of trees from nature and photographs; the study of leaf forms for use as units of design; making borders and all over patterns from these design units; story illustrating; pose drawings, students as models; angular perspective; lettering; study of color; painting landscapes, fruit, and flowers in color.

COLLEGE COURSES

103. Advanced Drawing.

Study of light and shade; work in values; decorative lettering; making monograms; original designs using birds or animals as units after studying the forms from photographs; color harmony applied to costume; pose work; construction work combined with applied design; memory drawing; perspective of rooms.

Prerequisite, 1 or 2.

104. Advanced Drawing.

A more extended study of color; warm and cold colors considered in relation to house interiors; advanced design; new types of lettering, block printing, cast drawing; perspective of houses.

Prerequisite, 103.

206. Sketching.

Sketching from costume models.

Prerequisite, 103.

307. Poster Making.

Special study will be given to the announcement of school activities and business advertising.

Prerequisite, 103.

308. Advanced Crafts.

A course in metal work, pottery making, book binding, applied design.

Prerequisite, 205.

EDUCATION

MR. WOODSON, MR. HARRY, MISS FALLS, MR. GOODMAN

ELEMENTARY COURSES

1. School Management.

This course offers a brief introduction to the various problems of school management. Some of the general topics considered are: the qualifications of teachers, organizing and grading schools, classifying pupils, examinations, promotion, discipline, and the school as a social center.

15. Rural School Management.

Particular attention will be given to the problems incident to the country school, such as organization, the daily schedule, classification, correlation and alternatives, community co-operation, and the relation of the course of study to the life of the community.

2. Elementary Psychology.

The aim of this course is to make a practical study of the fundamentals of mental life, its nature and growth. Some applications are developed in reference to school room practice and everyday human relations. The work includes discussions, notes, readings, lectures, and reports on assigned topics.

COLLEGE COURSES

106. Advanced Educational Psychology.

This course combines the important topics of general and educational psychology, and thus forms the basis for specific courses in educational theory and practice. Emphasis is placed on instincts, habits, memory, association, and economy of learning.

Prerequisite, 2 or 111.

111. Educational Psychology.

Required of graduates from high schools. This course is adapted to the needs of students who enter from affiliated high schools, having had no work in educational subjects. A careful study of unlearned behavior as related to learned behavior will be made.

101. Management.

This course is arranged to meet the needs of students preparing to teach in elementary schools. It deals with the organization and disciplinary phases of the classroom. Types of classroom exercises, stu-

dent co-operation, hygiene of instruction, playground supervision, and professional ethics will be studied.

Prerequisite, one course in psychology.

104. Principles of Teaching.

This course develops, formulates, and applies through illustrative situations the fundamental principles of teaching. It also gives observation of the application of these principles in the Training School. Discussions follow the lessons observed.

Prerequisite, 106 or 111.

107. Primary Methods.

This course includes the teaching of reading, language, stories, rhymes, and poems in the first three grades. The relation of phonics to spelling, and writing to language, is considered. Seat work in connection with these studies receives attention.

Prerequisite, 104, and 111 or 106.

102. Methods.

This course deals with special methods of teaching the elementary branches. It is arranged especially to meet the needs of those who will be called upon to teach in the grades or in the village and rural schools.

Prerequisite, one course in psychology.

108. Child Study.

This course deals with the problems of development, both physical and mental. It emphasizes the striking differences between children and adults, and shows that childhood is a transitional state. Both normal and abnormal phases of development will be considered.

Prerequisite, 2 or 111.

203. Teaching Reading and English in Intermediate and Grammar Grades.

Specific problems of teaching language in intermediate grades, including composition, reading, spelling and writing; aims and values of English instruction; special methods of teaching difficult topics in grammar, composition, and literature; ways of inducing children to read and appreciate good literature; correlation of reading and language work with other subjects. The problem method will be introduced in lesson planning.

204. History of Education in Modern Times.

This course considers the institutions and educational theories of the past only in their relation to the present. Some of the topics

studied are the evolution of our present day tendencies from the Renaissance to Rousseau; and the contributions to education by Erasmus, Luther, Herbart, Locke, Froebel, Rousseau, Pestalozzi, and living educators.

205. History of Elementary Education.

The aim of this course is to trace the origin of the problems of elementary education through the history of the past. The influence of Rousseau, Pestalozzi, Herbart, Froebel, and Lancaster will be stressed. The present condition of elementary education in different civilized countries will receive consideration.

207. Industrial Studies in the Primary Grades.

This course is for those who are specializing in the teaching of primary grades. Topics are: place and value of social and industrial studies in primary grades; subject matter in relation to the child's interests, environment, and development; how the work unifies and vitalizes the formal subjects, and provides for expression through handwork. Its relation to language, basal literature, and nature study is emphasized. Much of the time is given to projects in handwork.

Prerequisite, 104, and 111 or 106.

202. Vocational Education and Guidance.

This is a course that deals with some of the largest and most interesting present day problems in the entire field of education. Some of the topics to be studied are: growth of the vocational education movement; meaning and purpose of prevocational education; the Smith-Hughes Law and its operation; meaning and purpose of vocational guidance. This course will be of special interest to superintendents and principals and to any teacher who has an interest in helping boys and girls to an intelligent choice of a life work.

212. Teacher Training Course.

The primary object of this course is to afford an opportunity for practice teaching in the Training School. Students may teach in any of the grades from the first through the ninth, all teaching being under the immediate direction of a grade supervisor. In order that the student's work may be most effective, frequent conferences with the supervisor are necessary. To promote efficiency in teaching the following topics are studied: aims of teaching, selecting and organizing subject matter, method of presenting subject matter, lesson planning and lesson types. Each of these topics is illustrated by the observation of lessons taught by Training School supervisors. The

student teacher is given practical experience in teaching and managing groups of pupils.

Prerequisites, 104 and one course in methods.

301. Public School Systems.

The purpose of this course will be to acquaint the student with the institution in which he most probably will work. It includes the development of the public school idea, the evolution of the institution, present status of the profession of teaching, ways of improving the profession, means of financing, relation of state, county and community to the public school, and a comparison with private schools.

302. The High School Curriculum.

This course includes a comparison of the modern high school curriculum with the older curricula, a critical study of the curriculum, the modern tendencies toward utilitarian subjects, the relation of the course of study to retardation, elimination, and expense of maintaining the high school.

304. Socialization of the Elementary Curriculum.

This course is for college students of any group, especially those who are preparing to be principals or supervisors. It studies ways and means of socializing the elementary curriculum.

305. Mental and Educational Measurements.

This course will consider the recent standards of educational measurements and their value. Students will be familiarized with the system of mental tests employed for detecting mental defectives and as a basis for vocational guidance.

Prerequisite, 111 or 106.

401. Practice Teaching.

This course is required of all candidates for degrees. Observation of classroom management and instruction will furnish the basis for considerable class discussion. Students will be required to make lesson plans, conduct recitations, and write criticisms on the recitation.

402. Supervision and Administration.

This course trains teachers for service in organizing and supervising city and town schools. Subjects along the following lines will be developed: measuring educational products, efficiency standards, qualities of merit and causes of failure in teachers, selection of teachers, and relation of teachers to community.

403. Principles of High School Education.

Fundamental principles of high school organization; reorganized high school; relation of high school to a state system and to a community; articulation with lower and higher institutions; teachers; student organizations; psychology as applied to high school subjects.

404. The Psychology of Learning.

In this course two days per week of double periods will be required for laboratory work and two days for class work. Experiments will be conducted by all students in ways of learning. Especial emphasis will be given to transference, fatigue, and interference. General applications of principles worked out will be made to the learning process in school education.

Prerequisite, 106 or 111.

413. History of Education in the United States.

This course is designed to give a full history of the growth of American education from various ideas brought by the colonists from different European countries. It shows how the European institutions were first transplanted into America and how they were transformed to suit the new conditions of the undeveloped country. It represents the factors that have ever tended to secularize education, shows the origin of our public free school systems, and the rise of our colleges and universities. It pays special attention to America's greatest educators, and to the work accomplished by the educational societies and organizations.

Kindergarten.

Bulletin announcing kindergarten courses will be ready September 1, 1919.

ENGLISH

MR. THOMAS, MR. HARRISON, MR. MILLS, MR. BURK

The aim of the instruction in English is to train the student to habits of accurate thought-getting and effective thought-presentation, and to give him some knowledge of the development of the literature and the language. Stress will be laid, first, on the fundamentals of grammar and the principles of composition as they apply to his work, and then on the development of the literature and the language. Throughout this course the student will be required and encouraged to read as widely and as intelligently as his "conveniences" for thought-apprehension and literary interpretation will allow.

ELEMENTARY COURSES

1. Grammar.

Instruction in the fundamentals of English grammar, with special attention to analysis and synthesis of sentences; oral and written reports upon the following or their equivalents: *The Man Without a Country*, *Rip Van Winkle*, *The Legend of Sleepy Hollow*, *the Great Stone Face*, Mr. Higginbotham's *Catastrophe*, Dr. Heidegger's *Experiment*, *Treasure Island*, *The Call of the Wild*, *A Christmas Carol*, *Paul Revere's Ride*, *The Courtship of Miles Standish*, *John Giplin's Ride*, *Horatius*.

Text: Kittredge and Farley's *Advanced English Grammar*, *Parts 1, 2, 3*.

2. Grammar, Composition.

Further practice in the analysis and synthesis of sentences; instruction in the elements of English composition and their practical application to letter-writing and business correspondence. As collateral work the student will read and make written reports upon: (a) Church's *The Story of the Iliad*; (b) any three works of standard fiction, adventure, or poetry that the instructor deems suited to the needs of the class.

Text: Herrick and Damon's *New Composition-Rhetoric*, *Part 2*.
Prerequisite, 1.

3. Composition, Literature.

Instruction in the elements of English composition; abundant prac-

tice in writing short themes; reading and study of selected classics, especially narrative prose and verse.

Text: Herrick and Damon's *New Composition-Rhetoric, Parts 3, 4 and 5.*

Prerequisite, 2.

4. Composition. Elementary Exposition.

A continuation of English 3. Further instruction and practice in the organization of expository short themes, outlines, reports, summaries and such readings in literature as the instructor may deem necessary to supply materials for illustration and practice.

Text: Canby and Opdycke's *Elements of Composition.*

Prerequisite, 3 or its equivalent.

5. Elementary Argumentation.

This course complements English 4. Its subject matter is informal argumentation and debating. Stress will be laid more on the determining of the issues and the finding and ordering of the material than on the actual writing out of formal argument.

Text: Canby and Opdycke's *Elements of Composition.*

Prerequisite, 4 or its equivalent.

6. Narration and Description.

This course complements English 4. In it instruction and practice in the preparation of narrative and descriptive themes will be given, and some consideration will be had of narrative and lyric poetry.

Text: Canby and Opdycke's *Elements of Composition.*

Prerequisite, 4 or its equivalent.

7. Business Correspondence.

This course is adapted to the needs of those students who wish to take stenography and typewriting. In it the principles of composition as they apply practically to business and office correspondence will be studied, and the student will be afforded abundant and varied practice in business correspondence that demands an application of the four forms of composition. May be taken in place of English 6 or as an elective.

Prerequisite, 4 or its equivalent.

14. Types of Literature.

This course may be substituted for English 6 or may be taken as a free elective. Its subject matter will be abundant reading in one or more types of literature, supplemented by class discussions, written reports, and reviews. The material to be studied will be deter-

mined by the needs of the class, and will therefore vary from year to year.

Prerequisite, 4.

17. Fundamentals of Oral English

This course will consider the fundamentals of oral English as exemplified in reading and speaking. In it the student will be trained in the art of getting the thought accurately from the printed page, interpreting it intelligently and presenting it effectively. A textbook will be used to present the theory, and the student will be required to do the original work in both interpretation and presentation. Also listed as Reading 1.

COLLEGE COURSES

101. Exposition.

This course is designed to ground the student in the theory, the materials, and the principles of English composition, and to give him practice in writing themes and in making plans, outlines, reports, abstracts, reviews, and such other practical work as he will need to know in pursuing his work in this and other departments.

Required of all Juniors. Prerequisite to any College Course in English.

Text: Canby's *English Composition in Theory and Practice*.

102. Argumentation.

A continuation of English 101, with stress on the materials and processes of argumentation, especially informal argumentation. In addition some general practice in original composition of different kinds will be given. Required of all Juniors. Prerequisite, 101 or its equivalent.

Text: Canby's *English Composition in Theory and Practice*.

103. Representative American Literature.

The content of this course will be the study of the development of American literature. As much actual reading as is practicable will be given, which will serve as the material for the making of oral and written analyses, criticisms, and reports as a continuation and application of the theory of composition learned in English 101 and English 102.

Text: Wendell and Greenough's *Literature in America*.

Prerequisite, 101 or its equivalent. Should follow 102, if possible.

104. Public Speaking and Dramatics.

This course will consider the fundamental principles of expression,

including training in voice, pronunciation, and bodily expression as means of interpretation. Some instruction will also be given in story-telling and dramatics. (Also listed as Reading 104.)

105. Child Literature.

For Kindergartners, primary and intermediate grade teachers. The course covers a critical survey of child literature including Mother Goose, folk and fairy-tales, fables, myths, hero-tales, realistic stories, nature and animal stories, Bible stories, and poetry; sources and standards for selection of material for different grades; acquaintance with juvenile magazines.

207. English Literature from Shakespeare to Thomson.

A study of the development of English literature from Shakespeare to Thomson, with as much actual reading and class discussion of the literature studied as is practicable.

Prerequisite, 101 and 102.

208. English Literature from Thomson to Browning.

A continuation of 207, which should precede it. As much actual reading of typical specimens of the literature of the period as is practicable, supplemented by class discussions, reports, criticisms, and reviews.

Prerequisite, 101 and 102.

203. Contemporary Literature.

In this course a study is made of the trend of the most noteworthy new or recent poetry and fiction. Extensive reading in the current magazines and in the library will be required, and some attempt will be made to develop the power of criticism. Should follow 208.

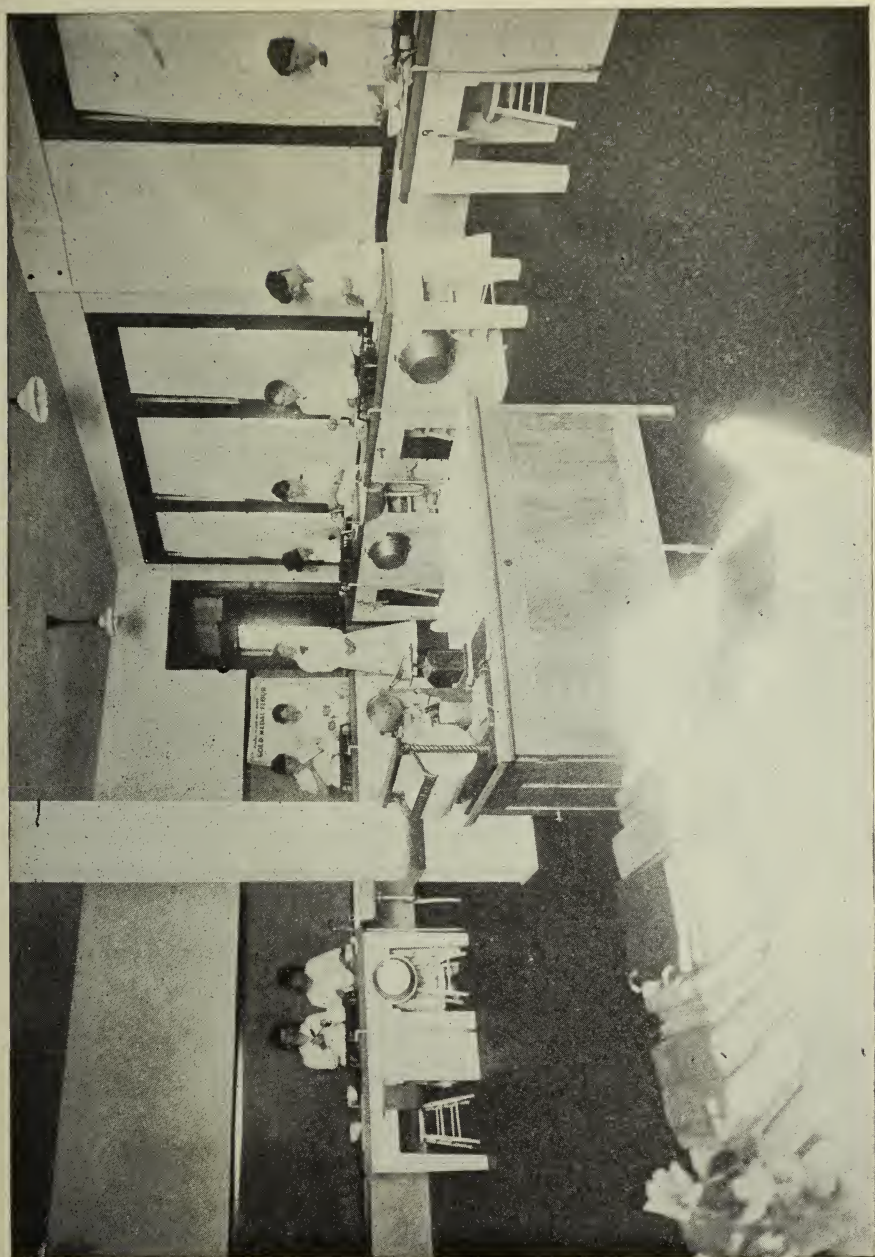
Prerequisite, 101 and 102.

204. Argumentation and Debate

This course is designed primarily for those who expect to take part in the debating activities of the institution. The preparation, organization, and delivery of debating work will be considered. May count either as an elective or as a required unit of Senior English. (Also listed as Reading 204.)

301. Advanced Composition.

A constructive course in written and oral composition based upon personal investigation and library research work. Demonstrated talks along lines in which the student is interested will constitute a part of the practice work of the course, the main purpose of which



Domestic Science Kitchen.

is to fit the student for constructive work in English, such as papers and talks before teachers' associations and clubs.

Prerequisite, 101 and 102.

311. History of English Syntax. Old English.

This course should reveal the bearing of Old English on Modern English syntax. A study of Old English based on Smith's *Old English Grammar*, and a rapid survey of Modern English Grammar based on Nesfield's *English Grammar, Past and Present*, will constitute the material of the course.

Prerequisite, 101 and 102.

312. History of English Syntax. Middle English.

A continuation of 311, which should precede it. Special attention to the reading of Chaucer and to the development of modern English syntax.

Prerequisite, 101 and 102.

401. The Drama Before Shakespeare.

A study of the origin and development of the drama, with as much reading of typical specimens as is practicable. Elective.

Prerequisite, 312.

402. Shakespeare.

Reading and study of selected comedies and tragedies not studied in the previous courses. Elective.

403. Modern Drama.

Types of dramatic art from Ibsen to the present.

Prerequisite, 101.

406. The Teaching of English.

A professional course for those who wish to teach the subject in the high school or the grades, involving a study of the place of the English teacher in the schools, his problems, and some proposed solutions of them and the collection and arrangement of non-text-book material that may be of practical use to him in meeting the demands made upon him.

FRENCH

MISS TILDEN

The aim of the instruction in French is the acquisition of a ready personal command of the language both spoken and written. With this aim in view, constant stress is laid on the acquirement of fluency in reading, writing, and speaking French. As far as practicable, the elements of grammar will be taught through the medium of the language itself.

ELEMENTARY COURSES

1, 2, 3. Elementary French.

The courses consist of grammar, composition, and conversation; reading of easy prose, poetry, and one or more comedies; dictation, and oral and written reproduction in French of stories and anecdotes read in class. French songs and games are used to arouse and maintain interest.

4, 5, 6. Intermediate Composition and Conversation.

These courses consist of dictation and classics selected from such authors as Malot, Sand, Maupassant, Dumas, and Daudet. The students are drilled in the practical use of French by means of oral and written exercises.

COLLEGE COURSES

101, 102, 103. Beginning College Courses.

These courses constitute beginning study in French for college students. They are similar in character to courses 1, 2, 3, but more work is expected of the students.

201, 202, 203. Intermediate College Courses.

In these courses class work will be conducted in French as far as practicable.

301, 302, 303. The Romantic Movement in France.

Here we study the beginnings of the romantic movement in France with special reference to its principal representatives. Weekly themes in French, and collateral readings from the French literature of the nineteenth century, are required. Class work is to be conducted entirely in French.

401, 402, 403. Development of the French Novel.

These courses include readings in French translations from the principal foreign literatures that have assisted in the creation of this genre in French literature, with lectures and reports on them. French will be used exclusively as the language of the classroom.

GERMAN

MR. NOLLE

While the reading of carefully chosen, inspiring texts is emphasized, the aim in each German course is to provide as much training as possible in all the disciplines of modern language study: reading, grammar, conversation, and composition. In a general way the student is expected to gain ability to read with fair fluency, a better understanding of the grammatical structure of both the English and the German languages, some ability to speak and understand German, some knowledge of the literature, the history, the manners and customs of Germany and the Germans. In each course after the first year a definite amount of outside reading will be assigned. Learning to sing German songs will form a part of the work in all the courses.

ELEMENTARY COURSES

1, 2, 3. First Year German.

This course in German for beginners comprises elementary grammar and easy reading, with practice in speaking and writing German. a. Grammar: Drill in the elements of grammar, the use of the cases, the declension of nouns and adjectives, the conjugation of weak and strong verbs, the use of prepositions. b. Reading: Easy readers, short poems, folk songs. c. Composition: Oral and written exercises based on grammar study and reading.

4, 5, 6. Second Year German.

a. More advanced grammar. Review of first year work in grammar. b. Reading: Storm's *Immensee*, Wildenbruch's *Das edle Blut*, and other short stories by good authors, short plays, selected poems, biographical and historical selections. c. Composition: oral and written exercises in connection with grammar study and text read, letters.

Prerequisite, 1, 2, 3, or their equivalent.

COLLEGE COURSES

101, 102, 103. Beginner's Course.**201, 202, 203. Second Year Course.****301, 302, 303.**

a. Grammar: study of syntax and review of first and second year

work in grammar. b. Reading: Schiller's Wilhelm Tell, Lessing's Minna von Barnhelm or Freytag's Die Journalisten. Some modern prose. c. Composition: oral and written exercises based on text read. Reproductions. Letters. Reports on reading done outside of class. Short themes on German life and history.

Prerequisite, 201, 202, 203, or their equivalent.

401, 402, 403.

a. Grammar: Review of elements of German syntax. Review of forms. b. Reading: (1) Selected dramas of Grillparzer, Kleist, Hebbel, Sudermann, and Hauptmann. (2) One historical novel, Scheffel's Ekkehard or Hauff's Lichtenstein. One of Goethe's dramas. (Some of this reading is to be done outside of class) c. Brief History of German Literature with outside reading of representative works.

Prerequisite, 301, 302, 303, or their equivalent.

404, 405, 406. Nineteenth Century Fiction.

Kleist, Eichendorf, Keller, Meyer, Fontane, Rosegger, Sudermann; representative works.

407. Life and Works of Schiller.

Study of two or more of his works; biography; survey of the German literature of the period; Jungfrau von Orleans; Maria Stuart.

408. Goethe.

Hermann und Dorothea; Egmont; biography.

409. Nineteenth Century Drama.

Witowski's German Dramatists of the Nineteenth Century, Sudermann, Kleist, Grillparzer, Hebbel, Hauptmann.

410. The Teaching of German.

New methods and their application to pronunciation, grammar, and reading. Textbooks.

GEOGRAPHY

MR. GOODMAN

ELEMENTARY COURSES

1. General Geography.

This is a course for students who desire a more thorough knowledge of general geography and for those who are preparing to teach geography. The course covers the whole field of general geography, but typical areas will be given more intensive study. Map drawing, map reading, supplemental material, and the methods of teaching geography will be given special attention.

COLLEGE COURSES

101. Geography of North America.

This is a general course in the geography of North America, with special attention to the United States. A part of the time will be devoted to methods of teaching geography in the grades and in rural schools. Attention will be given to supplemental reading and illustrative material.

105. Texas Geography.

A study of the topography of the State, its agricultural, mineral, and forest resources; its inhabitants; the interdependence of railroads, commerce, and education; its relation to the other states.

HISTORY

MR. BIRDWELL, MR. ARNOLD, MISS MURPHY

ELEMENTARY COURSES

1. United States History to 1789.

A careful survey of the colonial and revolutionary periods of American history. Close attention will be given to the proper methods of studying history. Simple library problems will be attempted.

2. United States History From 1789 to the Present Time.**3. Civics.**

A course in practical citizenship. Special attention will be given to the ordinary community institutions and the student's relation to them. The course will be made practical, students being required to give attention to live community problems.

4. Nineteenth Century European History

This course will begin with the French Revolution and will cover the more important problems of European states during the nineteenth century, special attention being given to those problems whose influence is operative in the affairs of the United States.

5. Modern Problems.

This course may be elected in place of History 4 or in some cases in addition thereto. It will be an effort to get acquainted with the elementary phases of live public problems as revealed in current literature. Special attention will be given to the use of the library and the ordinary guides and indexes. Students will be taught some of the simpler principles of historical workmanship and will be expected to write a paper showing a thorough study of some question.

6. Modern European History.

This course will cover the period from the Discovery of America to the French Revolution. It may be elected in place of History 4, or, in some cases, in addition thereto.

COLLEGE COURSES

102. The History of Greece.

This course will comprise a brief survey of the oriental nations and a careful study of the institutional life of the Greeks. Much attention will be given to their artistic and literary achievements.

103. The History of Rome.

A thorough study of the political achievements of the Roman people. The big social, economic, industrial, and political problems of the Roman people will be carefully considered.

104. Medieval History.

The object of this course is to give students a broad, sympathetic insight into the lives of their ancestors from the fourth century to the end of the fifteenth. A considerable amount of collateral reading will be demanded and a thorough study of the rise of national states in western Europe will be undertaken.

105. Current History.

A study of present day problems. Open to all college students, but can be offered only one time for credit. The best methods of historical workmanship will be developed. The aim of the course is to prepare for intelligent leadership in the solution of live and pressing problems.

106. Industrial History of Modern Europe.

This course will consist of a careful study of the industrial problems confronting the people of western Europe during the past hundred years, special attention being paid to the industrial development of England, France, and Germany.

109. Texas History.

This course will be a comprehensive study of the making of Texas. While the narrative will not be lost sight of, yet a serious effort will be made to investigate the development of the institutional life of the State, the social and industrial problems confronting our people today, and the most intelligent method of solving these problems. The main object will be to fit the future teachers of Texas for constructive leadership.

110. American History—The Colonial Period.

A rather comprehensive study of the problems of colonial America. An effort will be made to determine the physical and spiritual endowments of the Europeans who found homes on the American continent, and how through stress of difficult circumstances such endowments were transformed into American ideals.

111. American History—Formation of the Union.

A study of the American Revolution and of the growth of nationalism, comprehending the period from 1763 to 1828.

206. English History.

This course covers the period from the earliest time to the death of Queen Mary, emphasis being laid on the development of England's social and political institutions.

207. English History.

From the accession of Queen Elizabeth to the present time. In this course, special attention is given to the growth of the present-English system of parliamentary government, with frequent comparisons between the English and the American practice.

208. Modern Europe.

Eighteenth century Europe; the evils of the ancient regime in France; the decline of the French monarchy; the Diplomatic Revolution; the growing power of Prussia; the world-wide dominion of England; European background of the American Revolution; the French Revolution and the Napoleonic Period.

209. The Teaching of Elementary History.

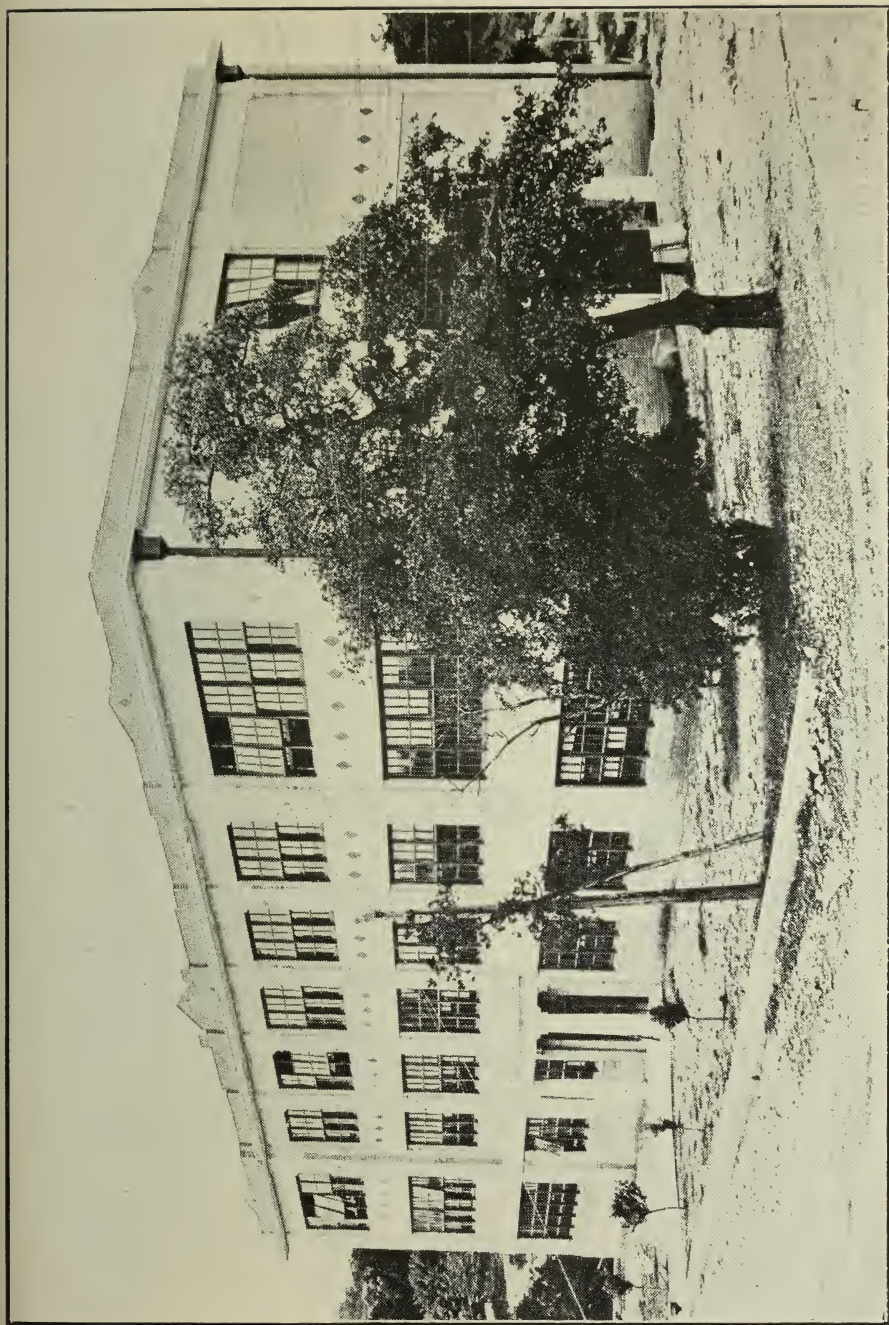
In this course an earnest effort will be made to find the place of history in the elementary school curriculum and the results in terms of life and conduct that follow a course in elementary history. A rather extensive survey of the literature bearing on the teaching of elementary history will be made. Special attention will be given to the reorganization of the subject matter of history to adjust it to the needs of the elementary school.

301. Modern Europe—From 1815 to 1917.

A critical study of nineteenth century European history. The many points of contact of this wonderful century and the Great War will be stressed and carefully studied. The jealousies and resulting friction, the peculiar educational systems and their purposes, the different types of efficiency of the various European nations, will furnish an abundance of interest.

312. American History. The Period of Sectionalism.**313. American History. The Period Since the Civil War.**

History 312 and 313 are meant to be comprehensive studies of the periods indicated. Much collateral reading will be demanded. History 313 will inquire into the industrial development of the United States within the past twenty-five years, and a careful study will be made of how the people of the nation have tried to solve their manifold economic, social, and industrial problems.



Education Building.

302. European Institutional History.

Such a study of the economic, political, and social institutions of European nations, and especially England, as will make the institutions in America have a greater significance to students of American history.

415. Political Science.

A careful study of the fundamental principles of government. National, state, and municipal problems will be considered.

416. The Teaching of History.

A careful survey of the literature on the subject of the teaching of history; the elementary principles of historic criticism; directions and practice in historic workmanship; the problem method of presentation, etc. In addition, each student will be required to make an intensive study of a limited period of American history and work out a careful method of presentation. Much attention will be given to history in the grades.

417. The Old South.**418. The New South.**

History 417 will give attention to the economic and industrial institutional life of the South which differentiated it from other sections. Special attention will be given to the South's contribution to the life of the nation. The culmination of the course will be an exhaustive study of the development of the mental situation in both North and South which made the Civil War inevitable.

History 418 will undertake to comprehend the reorganization, the transformation, the redemption of every phase of Southern life.

419. Latin America—Colonial.

A study of Spanish and Portuguese discoveries, explorations, and colonizations in the Western Hemisphere, the development of a colonial system, and the transplanting of Latin civilization and its institutions from the Old World to the New.

420. Latin America—Revolutionary and Independent.

A comprehensive view of the Latin-American countries, extending from their general movement for independence at the beginning of the nineteenth century, through their stages of national development, and ending with their present problems and prospects.

History 419 and History 420 are of peculiar interest and value to students of today in view of the fact that the cultivation of closer relations with the nations south of the United States is now one of the chief concerns of the American people.

HOME ECONOMICS

MISS THOMPSON, MISS DAVIS, MRS. TURNER, MISS RATHBONE

The purpose of the instruction in this department is to afford both general and specific training in home economics, and to give young women practical instruction in home management, as well as to prepare them for teaching in the public schools. A working knowledge of the principles of physiology and hygiene and some instruction in elementary science are prerequisite for the elementary courses. Prerequisites for the college courses are stated in each instance.

The subject matter of all the courses below is developed by means of reference work, lectures, and recitations, and is supplemented by abundant and varied laboratory practice.

All materials used in the courses in cooking will be furnished by the school. Students will furnish materials for the garments they make for themselves.

ELEMENTARY COURSES

1. Plain Sewing.

This course deals with the fundamental principles of hand and machine sewing and straight rule drafting. Practice is given in the care and use of the sewing machine. Appropriate materials for underwear are considered. A general study of the vegetable fibres is made. The finished problem is a simple suit of underwear.

2. Elementary Cooking.

A consideration of the principles involved in the selection and preparation of food and its general uses in the body.

3. The Home—Its Care.

An elementary course for homemakers considering the location, construction, hygiene, and management of the home.

COLLEGE COURSES

Note: Students entering these courses with no previous training in home economics, and desiring either to major or to choose electives in the subject, must take 110 and 111. Students who have had Courses 1, 2, 3, or their equivalent, will take 101 and 102. All first year college students must take 103.

The Board of Normal Regents having designated this institution as the normal college to share in the Smith-Hughes Fund, a wide

range of courses are being offered to prepare teachers in Vocational Home Economics. Attention is directed to the degree courses outlined on page 37.

101. Sewing and Textiles.

Simple laundering, mending, and a study of commercial and drafted patterns. Animal fibres constitute the textile part of this course. The finished work is more advanced problems in underwear and the making of a school dress.

102. Food and Its Preparation.

A fundamental consideration of the composition and manufacture of foods and their preparation for reception in the body; practice in the development of skill and efficiency in handling materials and kitchen equipment; class experiments in determining the composition of foods and the physical and chemical changes they undergo in cooking.

Prerequisite or parallel, Chemistry 107, 108, and Biological Science 107.

103. Home Sanitation.

A study of the sanitary requirements of the home—lighting, heating, ventilation, plumbing, and the disposal of wastes. The students plan a house with special reference to these details, and make a study of the state and municipal laws on housing and sanitation.

110. Sewing and Textiles.

A course for students who have had no training in home economics, designed to cover the principles given in 1 and 101. Seven hours per week are required in this course.

111. Foods and Cooking.

A course for students who have had no training in home economics, designated to cover the principles and practice developed in 2 and 102. Seven hours per week are required in this course.

Prerequisite or parallel, Chemistry 107, 108 and Biological Science 107.

201. Dressmaking and Drafting.

A study of line in its general adaptation to different forms; the taking of measurements and drafting by the straight rule system; costume designing. Completed problems, a tailored waist and a cloth dress.

Prerequisite, 101 or 110, and Drawing.

202. Elementary Course in Dietaries.

A continuation of the principles developed in Home Economics 102, with special attention to vegetables and fruits, their preparation and preservation; and to breads and bread-making.

Prerequisite, 103, or either 102 or 111, and prerequisite or parallel Chemistry 214, 215.

203. Equipment, Methods, Courses of Study.

Planning of courses of study in home economics in public schools; cost of equipment and supplies; and methods of presentation.

Prerequisites, all the Junior College courses above.

301. Textiles and Tailoring.

The history of textiles; identification, by microscopic or chemical tests of fibres and their substitutes; the history of weaving and spinning; clothing budgeting for different incomes and occupations; comparative costs of hand-made garments. Finished problems—a light-weight suit and a lingerie waist.

Prerequisite, 1 or 110, 101, 201, and Chemistry 107 and 108, and 110.

302. Home Management.

A study of the factors governing production and consumption in the home; division of family income, as determined by various standards of living.

Prerequisite, regular Home Economics courses in the Junior College.

303. Dietetics.

A consideration of the fundamental problems of human nutrition, with special reference to the proper food requirements; planning of dietaries for families under given sets of condition, ages, incomes, etc.; the physiology of digestion.

Prerequisite, 2 or 111, 102, 202 and Chemistry 217.

304. Millinery.

A study of the practical and artistic in millinery; the making, covering, and trimming of buckram and wire hat frames; the cleaning, renovating, and use of old materials. Students make at least two complete hats. Elective.

Prerequisite, 101 or 110, 201.

305. Advanced Food Preparation. Elective.

Experiments in the preparation of foods from the point of view

of economy in time, labor, and money; some study of the utilizing of local food products.

Prerequisite, 102, 111, 227, and Chemistry 217.

306. Food Chemistry.

Prerequisite to all advanced food work.

400. Experimental Cooking.

401. Costume Design.

402. Individual Experimental Cooking.

403. Textiles.

404. Nutrition.

405. Advanced Design and Drawing.

VOCATIONAL HOME ECONOMICS

JUNIOR

Foods.

An introduction to the study of food-source, production; fundamental principles of cooking. 9 hours.

Clothing.

This course deals with the fundamental principles of hand and machine sewing and straight rule drafting. Practice is given in the care and use of the sewing machine. Appropriate materials for underwear are considered. The finished problem is a simple suit of underwear. 3 hours.

SENIOR

Clothing.

(Principles of garment construction.) Simple laundering, mending, and a study of commercial and drafted patterns; design as applied to drafting and the method of construction; factory conditions and laws governing the production of garments. The finished problems: more advanced problems in underwear, simple wash dress, and waist, wash suit. 9 hours.

Foods.

This course includes extensive work in planning and serving meals at a definite cost. 3 hours.

COLLEGE JUNIOR

Textiles.

A study of textile fibres and standard materials and of manufacturing conditions related to clothing. 3 hours.

Costume Design.

A study of the elements of design involved in costume, fundamental principles of design, exercises involving the use of these in costumes, also experimentation with materials to determine how construction modifies design; figure draping. 3 hours.

Advanced Clothing.

This course includes the principles underlying the construction of woolen and silk materials—serge dress, lingerie waist are the finished products. 3 hours.

Chemistry 306.

Study of the chemistry of fats, carbohydrates, proteins, ash constituents with special emphasis upon the composition and nutritive value of such foods as meat, flour and milk.

In one term (3 hours) of practice teaching, the student teaches sixty hours and spends twenty-four hours in observation.

Each student must give evidence of some experience as house-daughter and in addition is required to live in practice house three months doing housekeeping under supervision.

COLLEGE SENIOR

Household Management.

A study of the factors governing production and consumption in the home; division of family income, as determined by various standards of living.

Sanitation.

A study of the sanitary requirements of the home. The students plan a house with special reference to these details, and make a study of the state and municipal laws on housing and sanitation.

Dietetics and Nutrition.

This course is a study of dietary standards with consideration of such special problems as child diet, school lunch, cost of food in relation to family budgets, and in addition a study of the processes of digestion and metabolism and nutritive requirements of the body.

Millinery.

A study of the practical and artistic in millinery; the making covering and trimming of buckram and wire frames suited to the wearer; and the making of ribbon flowers.

A course in home nursing is offered as an advised elective course in the Senior year.

LATIN

MR. PRITCHETT

ELEMENTARY COURSES

1, 2, 3. Bennett's First Year Latin.

4, 5, 6. Caesar.

Four Books of the Gallic Wars, with grammar and prose compositions.

COLLEGE COURSES

101. Cicero.

Oration, Pro Imperio Pompei, with grammar and prose composition.

102. Cicero.

Four orations against Catiline and Pro Archia, with composition.

103. Virgil's Aeneid.

Books 1 and 2 with scansion. Courses 101, 102, 103 do not count for college credit for students who take Latin as a major.

201. Virgil's Aeneid.

Books 3 and 4.

202. Virgil's Aeneid.

Books 5 and 6.

203. Horace.

Odes and Epodes.

301. Horace.

Satires and Epistles.

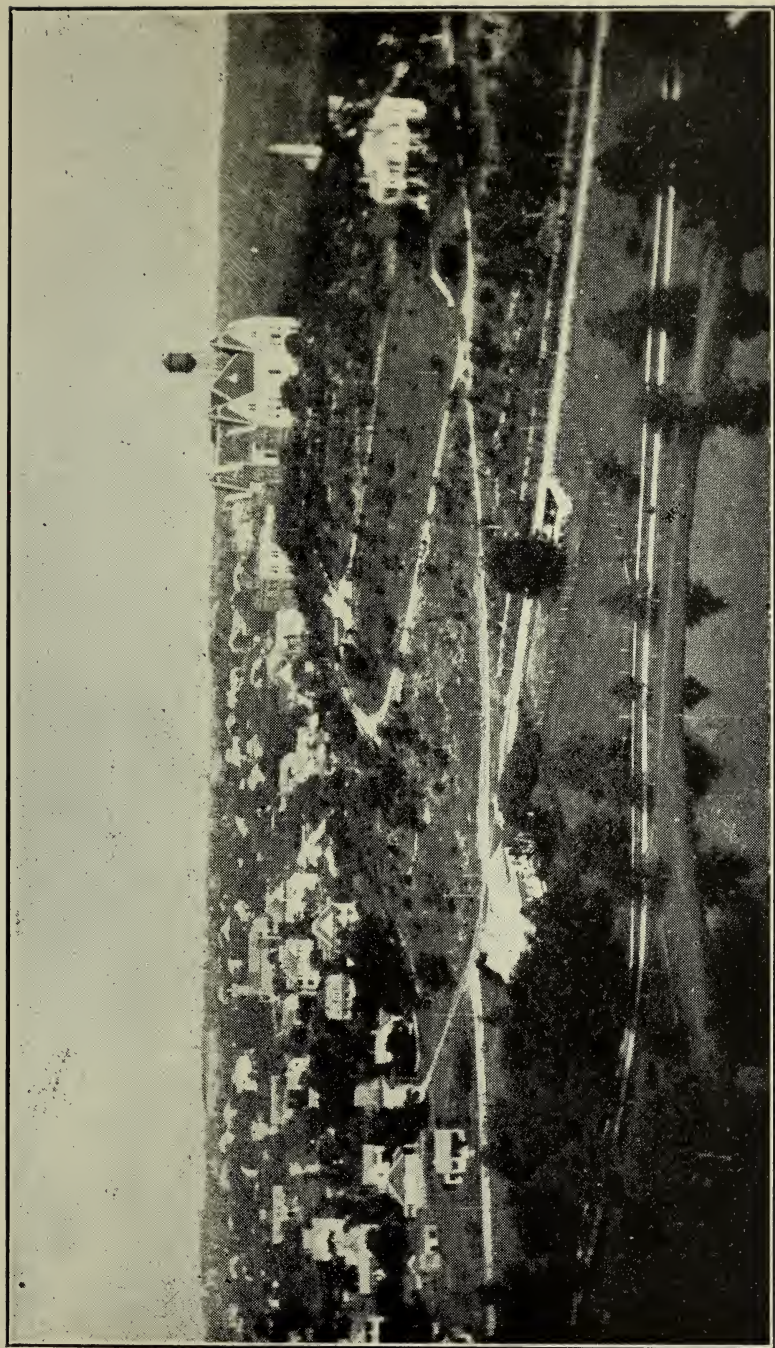
302. Livy.

303. Cicero.

De Senectute and de Amicitia.

401. Latin Plays.

Selections from Plautus and Terence.



Bird's-eye View of Normal and Vicinity, taken from a Balloon.

402. Tacitus.

Germania—Agricola and Annals.

403. Catullus.

The Latin language and methods of teaching.

501. Quintilian.**502. Cicero's Letter and Pliny's Letters.****503. Teaching of Latin.**

Teaching of high school Latin and the life of the Romans.

In the college courses the texts read from year to year may be varied; the amount of work required will be the equivalent of the courses offered.

MANUAL TRAINING

MR. DENMAN

The purpose of this department is to prepare teachers of Manual Training for the schools of the State, and to give training along industrial lines to such other students as desire it. The department is unusually well supplied with equipment for teaching the work outlined, and an effort is made to prepare students to meet the problems they will find in the rural and city schools of Texas. The equipment for wood work includes the following: 18 benches, with general and individual tools for 54 students, 6 motor head lathes, universal saw bench, 36-inch band saw, 12-inch jointer, 24-inch surfacer, hollow chisel mortiser, belt sander, electric glue heater, and material and equipment for assembling and finishing work. The machines are all driven by individual motors and are equipped with modern guards. The equipment for metal work includes down draft forges, benches, hand tools, and machines for handling a class of 12 students in general metal work. In the drafting room 24 tables are provided with drawing boards, instruments, and lockers for 72 students.

ELEMENTARY COURSES

1. Mechanical Drawing.

A beginning course for those who expect to take further work in Manual Training, as well as for students from other departments. The ground covered will include lettering, geometric constructions, and working drawings of the kind usually taken up in high school courses.

2. Bench Wood Work.

A beginning course consisting of instruction and practice in the use of common woodworking tools and the simpler forms of construction. The work given will be planned especially for those students who expect to introduce some hand work into the rural schools. No previous training required.

3. Mechanical Drawing and Bench Work.

The work of this term will include the design and construction of individual problems. A further study is made of the materials and tools used and some outside reading will be required. Some previous training in both bench work and mechanical drawing will be required.

4. Manual Training for Rural Schools.

A beginning course for teachers of rural schools where no manual training work is offered but where it could be conducted on a limited scale. A study of necessary tools and materials will be made, a suitable course of study worked out, and some bench work done.

COLLEGE COURSES

101. Mechanical Drawing.

This course is offered to first year college students who have had little or no experience along this line. The work given will be similar to that offered to first year students in engineering courses.

102. Bench Work in Wood.

This is a course in beginning woodwork. It consists of the study of hand tools and hand tool processes. The work will deal largely with the problems of high school teaching. Special attention will be given to the demonstrations and methods of presentation. Daily readings will be required.

103. Advanced Benchwork and Wood Turning.

This course will consist of the study of simple problems of joinery the construction of simple furniture, and the study and practice of wood-turning processes.

Prerequisite, 2 or 102, or equivalent.

201. Machine Drawing.

A study of the methods of representing standard details will be made and both detail and assembly drawings of some simple machines will be required. Students will be taught the best methods of drafting room practice.

Prerequisite, 101.

202. Pattern Making.

A study of the principles of pattern making, such as shrinkage, draft, finish, coring, split patterns, and loose patterns, and the construction of typical patterns. Sufficient experience with molding will be provided to give meaning to patternmaking practice.

203. Furniture Construction.

A course dealing with the problems of design, construction, and finishing of furniture. The care and use of woodworking machinery will be taught. The course is planned for those who wish to teach in high schools or trade schools or classes.

Prerequisites, 101 and 102, or equivalent.

204. Organization and Teaching of the Manual Arts.

The problems of planning courses, selecting and installing equipment, ordering and caring for supplies, organizing teaching material and presenting work to different classes of students will be taken up. Plans for work in special types of schools will be studied. Demonstration and observation work will be provided.

205. Household Manual Arts.

An elementary course in woodworking based on the problems which arise in the home. Information and practice will be given in the repairing and finishing of furniture and in treatment of floors and interior woodwork. The work will consist largely in the making of labor saving devices for the home.

206. Architectural Drafting.

This course consists of architectural lettering, study of types of buildings and roofs, study and drawing in details of construction, architectural perspective, and individual planning of modern homes.

301. Tools and Materials.

A study of woodworking tools, their care and use, and how to sharpen them; woods, their characteristics and uses; finishes and their application; and the sources of supply for construction materials. There will be laboratory work in the sharpening of tools and in setting up of machines. The lectures will be illustrated.

302. General Metal Working.

This course is designed to meet the growing demand for greater variety of work in the high school, and to give to students a little experience with materials other than wood. Elementary work will be given in forging, bench metal, and sheet metal. This type of work is recommended for a unit's work in the high schools where elaborate equipment is not available for machine shop.

303. Carpentry.

A course intended to give information and practice in the principles of house and barn framing. Typical structures will be built. Prerequisite, 102 or equivalent.

MATHEMATICS

MR. BROWN, MISS SAYERS, MR. SEWELL

ELEMENTARY COURSES

2. Elementary Algebra.

A review of the elementary principles of algebra, factoring, simultaneous equations, graphs, square root, radicals, quadratics, and theory of exponents.

Prerequisite, the completion of one year's algebra in an approved high school, or satisfactory examination in algebra to simple indeterminates.

4. Elementary Algebra.

A continuation of 2 with advanced work in factoring, fractions, radicals, the binomial theorem for positive integral exponents, linear and quadratic equations with graphing, ratio and proportion.

5. Plane Geometry.

Books I and II of plane geometry.

6. Plane Geometry.

Books III, IV, V of plane geometry.

20. Advanced Arithmetic.

A course in which rapidity and accuracy of calculation are stressed.

COLLEGE COURSES

115. Advanced Plane Geometry.

A course in which reciprocal and converse theorems are emphasized and much attention is given to the solution of original exercises.

109. Advanced Algebra.

This course includes the study of quadratic equations, indeterminate equations, complex numbers, determinants, and theory of equations.

Prerequisite, 4 or completion of algebra in a good high school.

107. Plane Trigonometry.

Course 109 should be taken before 107, but by special permission of the teacher in charge a student who has had only 4 may take 107.

112. Teaching Arithmetic.

This course considers the best methods of presenting certain fundamental subjects required in the eight grades of the elementary school, with the application of arithmetic in modern business life. The aim is to relate the arithmetic to the child's every day life and to his future needs.

208. Solid Geometry.**210. Analytical Geometry.**

Introductory course in plane analytic geometry.

Prerequisite, 107.

214. Plane Surveying.

Prerequisite, 107.

216. Descriptive Astronomy.

In connection with the descriptive part of the course some of the simple astronomical calculations and some telescopic observations will be made.

Prerequisite, 107.

310, 320.

An intensive course in plane analytical geometry.

Prerequisite, 107 and 109.

313. The Teaching of Secondary Mathematics.

Lectures, discussions, and practical work designed to give the prospective teacher the best methods relating to high school arithmetic, algebra, geometry, and trigonometry.

411, 421, 431. Elementary Differential and Integral Calculus.

In 431 special attention is given series and definite integrals. No credit will be given toward a degree for less than two units in calculus.

Prerequisites, 210 or 310.

413. History of Mathematics.

A study in the development of the various branches of mathematics.

Prerequisite, at least one term in analytics.

MUSIC

MISS BUTLER

ELEMENTARY COURSES

1. First Course in Music.

In this course the text used presents material suitable for the first, second, and third grades of the Public Schools. It is studied both technically and pedagogically. A considerable amount of victrola music will be given for its art value.

2. Second Course in Music.

Continuation of 1. In addition, sight reading of songs written for soprano and alto, study of the structure of major scales and their relative minors, chromatics, and their methods or representation.

Continued work in music appreciation by means of victrola and other music.

COLLEGE COURSES

103. First College Course in Music.

Chorus work in two and three part harmony, use of bass and tenor clefs, scale construction, both major and minor. Appreciation of music and study of stories from leading operas. May be used as free elective.

Prerequisite, 2 or equivalent.

104. Second College Course in Music.

Continuation of 103. Study of more involved rhythm, changes of key, modulations. Creative, as well as interpretive phase of music will be considered in the composition of simple well balanced melodies adapted to poetry of similar nature. May be used as free elective.

Prerequisite, 2 or equivalent.

101. Beginners' College Course in Music.

A college course in music particularly designed to meet the needs of those advanced students who wish to study music, but who have had no previous preparation. May be used as free elective.

Prerequisite, ability to "carry a tune" fairly well.

205. Music History.

This course begins with the work of Bach and Handel, and concludes with work of present day composers. The work of each composer will, when practicable, be illustrated by one or more victrola records or piano or vocal solos. May be used as free elective.

Prerequisite, 103 or equivalent.

206. Music History.

This work begins with the earliest known musical expression and comes down to 1685, the period of Bach and Handel. May be used as free elective.

Prerequisite, 103 or equivalent.

207. Rote Songs.

A course in Rote Songs and their method of presentation. These songs will include various classes, suitable in Public Schools, from kindergarten play and motion songs up to and including those suitable for grammar grades.

Prerequisite, ability to "carry a tune."

307. Chorus Conducting.

Practice in teaching rote songs to a class. Solo work (at least two solos given in the term). For those who have had the equivalent of fifth grade piano work, there will be practice in accompaniments of an easy nature. Brief course in music anthology. May be used as free elective.

Prerequisite, 103 or equivalent.

308. Harmony and Composition.

Brief history of music in America. May be chosen as free elective.

Prerequisite, 103 or equivalent.

208. Glee Club.

Open to those boys who have at least moderately good voices and have had some training in part-singing. The Glee Club will rehearse once a week throughout the year. This work will constitute a full unit, and *may be chosen as an elective.*

209. Liberty Chorus.

Chorus work of advanced nature. Membership may be had only upon consultation with music director. The chorus will meet once a week throughout the year. This work will constitute a full unit, and *may be chosen as an elective.*

Band and Orchestra.

Both a band and an orchestra will be organized with work on same basis as that of Glee Club and Liberty Chorus. All who have band or orchestra instruments should bring them when coming to the College.

210. Orchestral Work.

One rehearsal each week throughout the year. This course will constitute a full unit and *may be chosen as an elective.*

211. Band Work.

One rehearsal each week throughout the year. This course will constitute a full unit and *may be chosen as an elective.*

PHYSICAL EDUCATION FOR MEN

Attention is given to athletic and other outdoor games for two reasons: First, robust health depends in a large measure on regular, systematic outdoor exercise; Second, teachers should be able to organize and conduct the games of their pupils. The Normal school thinks, therefore, that it cannot fully discharge its duty in preparing teachers for the schools of Texas if it fails to give attention to organized sports, and to prepare teachers for this important phase of school work. Accordingly credit will be given in Physical Education as follows: football, for those playing through the season, $\frac{2}{3}$ unit; tennis, volley ball, hand ball, basket ball, baseball and track, each, per term, $\frac{1}{3}$ unit.

1. A Study of the Physical Nature of the Child.

Practical, personal, school and home hygiene. Text: Rowe's *The Physical Nature of the Child*; reference works on hygiene. Two classes per week. $\frac{1}{3}$ unit.

2. Games.

The place of play in education; classification of games for all grades and their teaching value. This course includes the playing of fifteen organized games suitable for the school room and grounds. References: Angell's *Play*, Bancroft's *Games*. Two classes per week. Required of Sophomores. $\frac{1}{3}$ unit.

3. Methods of Physical Examinations and Tests.

The history of physical education and study of the methods of physical examinations and tests. Text: Sargent's *Physical Education*. Two classes per week. $\frac{1}{3}$ unit.

4. Coaching.

Practice coaching at the Training School in football, volley ball, baseball, basketball and other games. $\frac{1}{3}$ unit per term.

5. Physiology and Hygiene.

Study of the anatomical structure of the human body; also a study of the following topics in hygiene: hygiene of the teeth, of the gastro-intestinal tract, of the vocal organs including ventilation, of the ear, eye, nose, and throat; physical exercise and posture; accidents and emergencies. Two classes per week. $\frac{1}{3}$ unit.

6. Teaching Course.

Study of methods of coaching track work, baseball, basketball, and football, and the management of boys' athletics. Two classes per week. $\frac{1}{3}$ unit.

PHYSICAL EDUCATION FOR WOMEN

MISS HINES

Physical education is required of all students during the first two years of attendance in school, and is marked and credited as are other subjects. Those who are temporarily disabled or physically unfit for certain parts of the work are expected to be present and gain some knowledge of it by observation.

Students will not be permitted to engage in strenuous exercises that are beyond their strength, but will be encouraged to take part in the games that are adapted to them. All work is planned to be of educational and recreative value. The purpose is to produce poise, control, lightness, strength, and relaxation.

All courses consist of two classes a week, and receive one-third of a unit's credit each.

1. Games.

This course consists of a study of the educative value of play, and gives to the student teacher a series of indoor and outdoor games suitable for different grades and ages. A collection of "still," rainy day, seat, and gymnastic games will be emphasized, and much attention will be given to playground organization.

2. Games and Gymnastics.

Swedish gymnastics, setting up exercises, gymnastic games, singing games.

3. Games and Gymnastics.

Continuation of course 2, and folk dancing.

Prerequisite, 2.

5. Folkdancing.

Folkdancing, esthetic and rhythmical exercises.

Prerequisite, 3.

5. Folkdancing.

Continuation of course 4.

Prerequisite, 4.

Courses from 2 to 5 are arranged to follow one another in regular order and to fit the student through gradual development to do a high grade of work and to know something of the origin and history of the different games and dances.

6. Personal Hygiene.**7. Swimming.**

The swimming pool at "Riverside" will be open to students for pleasure, when the weather will permit, in the fall and spring quarters. It will be open for credit in the summer quarter.

8. Basket Ball.

Regular practice twice a week during fall and winter quarters.

9. Volley Ball.**10. Vrille Ball.**

Prerequisite, course 9.

11. Tennis.**12. Cross Country Walking.****13. Archery.**

Bows and arrows furnished by the school.

Teams are organized each quarter in the courses 9 to 13, but students will be encouraged to continue in the work chosen until some degree of proficiency has been attained.

101. Classic Dancing.

Esthetic, classic, interpretative, national, characteristic, folk, and contra dancing.

Prerequisite, 2, 3, 4, 5.

102. Classic Dancing.

A continuation of course 101.

In both of these courses special attention will be given to the psychology of the dance.

103. Advanced Personal Hygiene.

PHYSICS

MR. VERNON

ELEMENTARY COURSES

17. Mechanics and Electricity.**18. Heat, Light, and Sound.**

These two units in physics cover the ground usually considered in a First Course in Physics, and are the full equivalent of the required high school year in physics. Much laboratory work is done and the students are encouraged to study the applications of the principles studied to the experiences and phenomena of daily life.

19. Household Physics.

A qualitative and descriptive course in elementary physics for students majoring in home economics. All girls electing physics but not majoring in physics are advised to take this course in case they have had the equivalent of 17. The laboratory experiments in this course are based upon the application of the principles of physics to the problems of the home. This was formerly course 16.

20. Internal Combustion Engines.

The subject matter of this course is the theory, construction, and action of stationary and automobile engines. Students are required to do practical work with engines, motors, dynamos, storage batteries, etc.; and to understand the principles of physics applied in each case.

Prerequisite, 17 or its equivalent.

COLLEGE COURSES

101. Mechanics.**102. Heat, Light, Sound.****103. Electricity and Magnetism.**

These three units make up the first college year in this subject. Much laboratory work of quantitative nature is required and the student is helped to an appreciation of the character of physics as an exact science. Much attention is given to the practical applications of the principles studied, and an effort is made to lay a real foundation for further work in physics.

104. Automobile Ignition, Lighting, and Starting.

Our laboratories are equipped with high tension magnetos, battery ignition systems, generators, motors, storage batteries, stationary engines, automobile engines, and all other equipment necessary to give a comprehensive course in both the theory and practice of all the units in the electrical equipment of the modern automobile. Juniors and Seniors who wish to take this course are advised to precede it with at least one term's work in electricity.

105. Applied Electricity.**106. Storage Batteries.**

These courses have for their object the training of students to understand and to operate all machinery in small electric light and power plants (both direct and alternating current), motors, generators, batteries, switchboards, etc. Students will be required to study the installation and operation of moving picture machines. Also a careful study is made of the theory and action of the Edison and the lead-sulphuric acid storage batteries. Students build and repair automobile batteries in course 106.

107. General Physics.**108. Physics of the Household.**

These courses are especially planned to meet the needs of students majoring in home economics. The principles of heat, mechanics, light, and electricity as applied in the modern home, will be studied; for example, hot water systems, fuels, stoves, independent light and power plants, plumbing, vacuum cleaners, electric motors, etc. The laboratory work consists of the study and actual operation of these modern household appliances.

204. Heat.**205. Electricity and Magnetism.****206. Mechanics.**

These three units in physics deal with the subjects studied in a more advanced way than is attempted in the courses 101, 102, 103. The work is rigidly quantitative in character, and the problems investigated are such as demand application of the principles of mathematics and of exact measurements to the study of physical relations and phenomena.

302. The Teaching of Physical Science.

This course will consider the problems of planning courses, equipping laboratories, selection of apparatus, and some of the more significant problems of management as they apply especially to the work of the science teacher in the high school.

The laboratories are already fairly well equipped for the successful presentation of the courses in physics and such new equipment is being added as the demands of the courses seem to justify.

READING AND PUBLIC SPEAKING

MR. SHOLTS

Instruction in this department will afford the students training in speaking the English language distinctly and correctly; in interpreting good literature intelligently and effectively; in addressing an audience easily, naturally, and forcefully; and in getting some insight into general methods so that they may make oral exercises in the classroom intelligent and pleasing.

ELEMENTARY COURSES

Reading 1. Fundamentals of Oral English.

This course will consider the fundamentals of oral English as exemplified in reading and speaking. In it the student will be trained in the art of getting the thought accurately from the printed page, interpreting it intelligently, and presenting it effectively. A textbook will be used to present the theory, and the student will be required to do original work in both interpretation and presentation. (See English 17.)

COLLEGE COURSES

Reading 104. Public Speaking and Dramatics.

This course will consider the fundamental principles of expression, including training in voice, pronunciation, and bodily expression as means of interpretation. Some instruction will also be given in story-telling and dramatics. (See English 104.)

Dramatics 201.

A study of the problems involved in producing plays suitable for presentation in grammar grades or in high school. One or more plays will be presented.

Public Speaking 204. Argumentation and Debate.

This course is designed primarily for those who expect to take part in the debating activities of the institution. The preparation, organization, and delivery of debating work will be considered. May count either as an elective or as the required unit of Senior English. (See English 204.)

Public Speaking 301.

Advanced debate primarily for advanced students who wish to enter for intercollegiate debates.

SOCIOLOGY

MR. BURKHOLDER

COLLEGE COURSES

102. Economic Theory.

An elementary course in the great economic problems of value and price; supply and demand; money and exchange; credit and banking; business organization and monopoly; capital and labor; rent, wages, interest, and profits.

This course should not be attempted before the student has completed all Sophomore work. Offered each quarter.

103. Rural Economics.

A study of the economic problems underlying the welfare of the farmer: factors of agricultural production; distribution of agricultural income; co-operation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credit; the maintenance of the social, political, and economic status of the farmer. This course was formerly 101. Offered only in the Spring Quarter.

Prerequisite, 102.

201. Money and Banking.

A study of the development of money and its use in facilitating exchanges; principles of money and the maintenance of standards of value; nature and functions of banks; machinery of domestic and foreign exchange; special study of Federal Reserve banks and currency, and Federal Farm Loan Banks.

This course is open to no one below full senior classification. By special arrangement with the instructor, the student may secure senior college credit. Offered only in the Winter Quarter.

Prerequisite, 102.

203. Constructive Rural Sociology.

A study of rural life conditions in the United States with special reference to Texas, looking to possible improvement. The attitude toward all phases of rural life will be sympathetic, but dynamic and constructive. Some special topics: rural and urban increase; advantages and disadvantages of rural life; rural credit; social aspects of land tenure and labor; inherent rights of land workers; socialization of rural institutions. This course is offered each quarter.



Machine Room in Manual Training.

301. Community Activities and the Rural School.

A course of study for those persons preparing for rural leadership in any line, but especially for rural school teachers. Topics: function of the "community social engineer"; educational resources of the rural community; rural social mind; rural mental, moral, and physical health; vitalizing the rural school; coordination of school and community interests; organization of a rural community; the rural library; rural social center; community recreations; continuation schools for adults. Offered only in the Spring Quarter.

Prerequisite, 203.

302. Principles of Sociology.

A course to acquaint the student with the general principles of sociology through a study of such topics as, the general plan of social organization; motives leading to social organizations; development and function of the family, church, school, and state; social control; elimination of pauperism, crime, ignorance, and other social evils; heredity and acquired population traits; process of social evolution. Offered only in the Fall Quarter.

303. Public Finance.

A study of public expenditures; public indebtedness; general property tax; customs duties; single tax and emergency taxes; government bonds; government monopolies. Offered only in the Winter Quarter.

Prerequisite, 102.

304. Economic History of the United States.

A broad study of the economic development of the United States through its entire history. Some topics: our public land policy; development of slavery and its effect on agricultural industry; economic significance of westward expansion; tariff and commercial policies; development of internal transportation; rise of organized labor and labor problems; industrial combinations and trusts; government regulation and control; conservation of natural resources. Offered only in the Fall Quarter.

401. Social Psychology.

Designed to give an acquaintance with the great facts and principles of social behavior through a study of suggestibility, the crowd, mob mind, conventionality, custom imitation, interference and conflict, compromise, and public opinion. Not offered for the session of 1919-20.

Prerequisite, Education 111 or its equivalent.

402. Agricultural Organization and Cooperation.

Topics studied in this course: history of tendencies of farmers to organize for mutual benefit; character of cooperative societies in Europe; scope of cooperation in agriculture; legal and economic conditions necessary for successful cooperation; method of organization of cooperative societies; some successful organizations now existing for production, ownership, sale, and supply of farm products. Not offered for session of 1919-20.

Prerequisite, 203.

SPANISH

MR. MARSH

Students in Texas should have a special interest in the language, history and literature of Spain and Spanish America. There are sufficient reminders of the Spanish basis of Texas history. The reasons for a study of Spanish are many and compelling. The increasing commercial relations with Spanish America, the need of a sympathetic understanding of our Spanish speaking neighbors demand now more than ever before a correct as well as a practical knowledge of Spanish. With these facts in view the following courses for Spanish are offered:

ELEMENTARY COURSES

1, 2, 3. Beginners' Courses in Elementary Spanish.

Attention to careful pronunciation; insistence on an accurate knowledge of the essentials of grammar; easy conversation. Reading; conversation; composition; dictation; study of verb forms.

4, 5, 6. Intermediate Courses in Spanish.

A study of selected texts; discussions on assigned topics; careful attention to grammar; supplementary reading.

Prerequisite, 1, 2, and 3.

COLLEGE COURSES

101, 102, 103. Beginners' Spanish for College Students.

This work is designed for mature students of college rank.

201, 202, 203. Advanced Spanish for College Students.

More advanced course in composition, conversation, dictation, and reading of carefully selected texts.

Prerequisite, 101, 102, 103.

301. Nineteenth Century.

The course will begin with the rise of the romantic period.

Reading selected texts; reports and reviews.

Prerequisite, 201, 202.

302. Continuation of 301.

A study of the most prominent writers of the middle Nineteenth Century.

Prerequisite, same as 301.

303. Completion of This Period.

Study of representative selections. Commercial correspondence. Prerequisite, same as 301.

401. The Drama.

In this course emphasis will be placed on the development of the drama since the Golden Age. Extensive reading; reports.

Prerequisite, 302.

402. A Survey of Spanish Literature.

Lectures of the class; reading of important works, and reports by members of the class on special topics. Open to students who have completed courses on special topics. Open to students who have completed courses 301, 302 or their equivalent.

403. Introduction to Spanish American Literature.

A study of the Literary History of Spanish America. Reports and reviews.

Prerequisite, 402.

404. Drama of the Golden Age.

A study of the works of Lope de Vega, Tirso de Molina and Calderon. Open to those who have completed 402 or its equivalent.

405. Conversation and Composition.

This course is planned for those who desire practice in conversation and writing. Open to those who have completed courses 301, 302 or their equivalent.

409. The Teaching of Spanish.

A course planned for those who desire to teach Spanish. Open to those who have completed courses 301, 302, 303, 401 or to others by special permission.

406. The Modern Drama.

A study of the development of the drama of today. Lectures, reports and rapid reading of the important works of Benavente, the Quinteros and Sierra. Open to those who have completed 402 or its equivalent.

407. Spanish American Literature.

A study of the literary movements in the principal countries of Spanish America. Reading of representative works in prose and verse.

Prerequisite, Spanish 403.

408. The Modern Novel.

A study of the principal novelists of Spain. Reading of the more important works of such men as Valera, Galdos, Valdes, Pereda, Blasco Ibanez, or Pio Baroja.

Prerequisite, 402.

THE TRAINING SCHOOL

MR. GARRETT, MR. HANDRICK, MISS DAVIDSON, MISS ALLISON, MISS
McFARLAND, MISS CAMPBELL, MISS HENDERSON,
MISS KONE, MRS. MAYFIELD, MISS BARNES

A Training School is a very necessary department of any normal school. It bears the same relation to the professional training of teachers as a laboratory bears to the training of scientists, or a workshop to the training of artisans. An opportunity is here afforded to the student to observe actual teaching by experienced teachers, to do practice teaching under the supervision of experts, and to see the administrative details of school organization in operation. It serves further as a laboratory in which new educational theories may be tested by experiment, and where proposed methods may be adapted to the various conditions under which the student will be required to teach.

The Training School of the Southwest Texas State Normal College has its home in the new Education Building. It is organized with six grades in the Elementary Department and three grades in the Junior High School. Graduates from the ninth grade are prepared to enter the Freshman Class of the Normal proper. Nine supervisors are employed,—two for the Model Rural School, three for the Elementary Department of the regular Training School and four for the Junior High School. With these nine supervisors under the general direction of a trained superintendent rare facilities for student teaching and observation work are offered.

The supervisor is responsible for the order and discipline of the room, and at the same time directs the observation and teaching of the student teacher. Written plans of all lessons are made by the student teacher and submitted to the supervisor for approval before they may be taught. The student is allowed as much freedom and originality in both method and management as is consistent with sound educational principles.

The theory of education taught in the Normal College is connected with practice in the Training School by the supervisor. She instructs the student in the general principles of class room procedure and then requires reports on their practical application as observed in the work of the supervisor. Not until these reports show clearly that the student understands thoroughly the principles taught is he placed in charge of a room to do his own teaching.

In order that the observation and practice work of the student teacher in the Training School may function properly in actual

teaching in the schools of Texas, the grading and courses of study are made to conform as closely as possible to the organization of the best schools of the State. It must not be inferred, however, that this precludes the introduction of the latest and best ideas in educational theory and practice. Only a substantial equivalent will necessarily be maintained.

STUDENT TEACHING

Observation work and student teaching will be under the direction of the superintendent and supervisor in charge of the work to which the student has been assigned. *Students should note the following:*

1. Education 212 is open only to fourth year students who are applicants for diplomas.

2. No student will be permitted to take this course who has not completed Education 104, at least one unit in psychology beyond Education 2, and one unit in either special or general methods.

3. The number of student teachers taking this course during any one quarter will be limited approximately to one-third of the total number of students completing the year's work in which the course is offered.

4. All assignments for work in the training department and all changes in assignments are made by the superintendent.

5. All students registering for this course must reserve a double period for observation, teaching and conferences.

6. The work in this course includes teaching, writing reports, observing, criticising, lesson planning, assisting the teacher, attending conferences, and keeping records. An endeavor is made to place the student in the atmosphere of a real school with as many of the responsibilities peculiar to the teacher in charge as possible. The student will be allowed as much freedom and initiative as is consistent with the best pedagogical principles.

7. Students will be held responsible for the progress of their pupils in the subjects they teach. To this end they should visit the home and confer with parents when such conference will make for the interest of the child and school.

COURSE OF STUDY IN THE TRAINING SCHOOL

FIRST GRADE

Language.

(1) Spontaneous self-expression is secured through conversation based on the child's personal experience at home and in school; stories, myths, poems, and dramatizations.

(2) Correct speech is cultivated through imitation, memorizing choice selections, and oral reading by the teacher.

(3) Habits of speech are fixed by imitation, repetition, and games in phonics.

(4) A few of the common uses of capitals and punctuation marks are taught, but no formal written composition is attempted.

(5) Phonics and words are studied through imagining main words, action play with verbs, visualizing exercises, and word-building with phonograms.

Reading.

First lessons are in script from the black-board. The sentences used are made by the children in expressing orally their experiences. The books used are Playmate's Primer, Art Literature Primer, Hill's First Reader, Lee's First Reader, and Art Literature, Book I.

Spelling.

Lists of easy words from conversation and reading lessons during the last half of the year are spelled orally and in writing.

Numbers.

Children count by ones, fives, and tens to one hundred, and by twos, threes, and fours as far as they are able. Easy denominate numbers, and the forty-five combinations through fours are learned, as well as the signs needed, and some easy fractions and their symbols.

SECOND GRADE

Language.

Oral expression of observations, retelling of stories, stories from pictures, and games for correcting errors, are employed in this grade. Christmas, Easter, St. Valentine, and other holidays are used to incite an interest in the child for written composition work.

Reading.

Increased attention is given to the mechanics of reading and the

expression of thought. A wide range of selected reading matter is used to this end.

Spelling.

Oral and written spelling is correlated with the reading and language work; also selected lists of words from the adopted speller are used.

Numbers.

The work of the First Grade is reviewed and continued, the forty-five combinations completed, denominate numbers taught concretely, and easy fractions continued and concretely illustrated by paper folding and cutting. The multiplication tables of twos, threes, fours, fives, tens, and elevens are learned.

Nature Study.

The aim in this work is to give the child in the simplest and most graphic form, the fundamental facts about the world in which he lives. The means employed are observation and experience, under the guidance of the teacher. He is taught the cardinal and semi-cardinal directions, accurate ideas of the mile, half-mile, hour, week, month and year; also the common plants, birds, and insects, are named and studied. Weather conditions such as winds, temperature, fog, rain, dew, and clouds, are observed and recorded.

THIRD GRADE**Language.**

The work in this grade includes the study of paragraphs, formation of possessives, use of quotation marks and exclamation point, with some of the common uses of the comma, correction of frequent errors in speech, memorizing of select poems, and reproduction of stories. "Our Language, First Book," forms the basis of the work.

Reading.

Selections from the following books are used: Hill's Third Reader, Art Literature, Book III, Horace Mann and Elson's Third Readers.

Spelling.

The words spelled are those found in daily composition and reading. Special drills are given in the words commonly misspelled, and selected lists from all sources.

Arithmetic.

Pupils are drilled to count by twos, threes, fours, sixes, and sevens; also in the multiplication and division tables, including the sevens. Long division is not attempted until the latter part of the year. All drills have as their end the fixing of habits. Many problems employing the principles taught are solved and analyzed. Sutton and Bruce, Lower Book, is used as a text.

Geography.

The first part of the year is devoted to home geography and land and water forms, taught by observation, the sandboard, maps, etc. The last part of the year includes work in the adopted text-book.

Writing and Drawing.

Children are taught easy free-hand drawing. The large form of writing of the lower grades is reduced somewhat under the direction of the teacher.

FOURTH GRADE**Language.**

This grade studies the kinds of sentences, parts of sentences, and parts of speech. Original stories from pictures, word lists, and the child's experience, are first told orally and then written. "Our Language, Second Book," to page 109, is used as a text.

Reading.

Hill's, Elson's, and the Horace Mann Fourth Readers are the basis of the work.

Spelling.

There are drills on words used in composition, geography, reading, and conversation. The adopted speller will be used as a supplementary text.

Arithmetic.

The tables are reviewed and short and long division with larger numbers are practiced, along with constant drills in fundamental principles for speed and accuracy. Denominate numbers and common fractions are studied further. The writing of decimals is begun and practiced to two places. The adopted text is used.

Geography.

The first book of "World Geography" is completed. The study

of each country is supplemented with stories from geography readers and elsewhere.

Writing and Drawing.

These studies are directed by the teacher. The writing and drawing are correlated with studies in geography and the handicrafts.

FIFTH GRADE

Language.

The kinds of sentences, phrases, clauses, the parts of speech and their properties, and punctuation, are carefully studied; also the meter and rhyme of simple poetry. Composition work on familiar subjects is continued, including the writing of social letters.

Reading.

Attention is given to the literary merit of the selections read with a view to create a love for a good class of reading. Hill's and Elson's Fifth Readers are used.

Spelling.

Frequent drills are given in the spelling of difficult words in daily use by the child. Attention is given to the part of the word most liable to be misspelled. The adopted speller is also used.

Arithmetic.

The "Lower Book" is completed in the Fall and Winter Term, and "The Higher Book" is studied in the Spring Term. Special drills are given in the "three step" form of solving problems. Many problems are made by pupils and teacher to illustrate principles, arouse interest, and to relate the work to actual life.

Geography.

The second book of "World Geography" is begun. The text-book studies are supplemented with readings from many sources.

History.

This grade begins the study of the history of the United States in an informal way giving attention to biography and to interesting stories of our American life. Estill's Beginners' U. S. History is used as a basis.

Writing and Drawing.

This is a continuation of the work of the former grade under the direction of the teacher.

SIXTH GRADE

Language.

A little more formal grammar is taught in this grade. Voice, inflection, phrases, clauses, and the different kinds of sentences are further studied, but it is not made stiffly formal. Literature is made an important part of the work. "Our Language, Third Book," is used as a text.

Arithmetic.

Tables of denominate numbers are reviewed, and mensuration with practical applications is studied. Daily drills are given in rapid mental work with special reference to common fractions, and their application to percentage. Studies are continued in the "Higher Book."

History.

Texas history is studied in this grade. Special emphasis is placed on local history with reference to stories of the life and experiences of the oldest settlers, of the Spanish, and of the Indians. The interest of the child is increased by the collection of relics of the native Indian and the Spanish explorer. The text used as an outline is Barker, Potts, and Ramsdell.

Geography.

The "World Geography, Second Book," is completed.

Spelling.

The words spelled are largely selected from the daily lessons and from composition work. The adopted speller is used as a supplementary book.

Writing and Drawing.

This is a continuation of the work of the former grade under the guidance of the teacher.

SEVENTH GRADE

English.

In this grade, grammar, literature, and composition are correlated. Among the studies in literature are included Christmas Carol, Legend of Sleepy Hollow, Evangeline, Courtship of Miles Standish, Sir Galahad, Crossing the Bar, The Recessional, Abou Ben Adhem, The Last Leaf, The Chambered Nautilus, To a Waterfowl, and se-

lections from the myths of Greece and Rome. Smith's Grammar is used as a basis for the studies in grammar.

Arithmetic.

A special feature in this grade is the application of the principles of percentage and mensuration to the problems of every day experiences. 'The Higher Book' is completed.

Science.

Three days a week are devoted to elementary studies in agriculture. School gardening is a special feature of the Spring Term. The text used is Ferguson and Lewis.

Spelling.

This is a continuation of the work of the former grade. Considerable attention is given to the stems, prefixes, and suffixes of the words spelled.

History.

This grade studies United States history from the first settlements to the close of the Civil War, omitting the details of the war. The European background of history is studied and also the social and industrial phases are made prominent.

Writing and Drawing.

This is a continuation of the work of the former grade. It is expected that every pupil shall reach a certain standard in writing with reference to quality and speed.

EIGHTH GRADE

English.

Grammar and composition is continued through this grade. Literature is correlated with this. Frequent compositions are required based on literature, history, personal experiences, and life work topics. Stress is laid on correct form, spelling, paragraphing, unity, and coherence. Herrick and Damon is the textbook.

Mathematics.

The entire year is devoted to the study of elementary algebra.

History.

One third of the year is given to the completion of United States history. The rest of the year is given to the study of Ancient history to the time of Charlemagne. Special emphasis is placed on the life, customs, institutions, and religion of the ancients, and their contributions to modern civilization.

Science.

Three days a week are devoted to studies in physiology. Hygiene and sanitation are given much attention. The text studied is Hartman and Bibb's "The Human Body and Its Enemies." This is supplemented by charts and specimens from the butcher shops.

Foreign Language.

The pupils may elect Spanish, German, or Latin.

NINTH GRADE

English.

Grammar, composition, rhetoric, and literature are correlated through the year. The pupils are expected to read widely under the direction of the teacher. Herriek and Damon continues to be used as a basis for the formal studies.

Mathematics.

This grade continues the study of algebra through the whole year.

History.

Medieval and Modern history is studied, beginning with the reign of Charlemagne. Much supplementary reading is assigned from the library.

Science.

Three days a week are given to the study of physical geography. The textbook is Tarr's New Physical Geography.

Foreign Language.

The Spanish, or Latin of the former grade is continued through this year.

DEGREES, DIPLOMAS AND CERTIFICATES AWARDED, 1919

B. S. DEGREE

Mamie E. Brown.....San Marcos

DIPLOMAS AND PERMANENT CERTIFICATES

Brown, Mary D.....San Marcos
 Collins, JeannetteAlvin
 Cordua, Ethel Lucile....Galveston
 Dailey, Julia Frances...San Marcos
 Durham, ClemmieBlanco
 Durham, JuanitaSterling City
 Faulk, Hubert T....Corpus Christi
 Ferguson, Minnie Ola.....Bryan
 Foster, Thala E.....San Marcos
 Gardner, Sam Wood....San Marcos
 Garison, AlmaMedina
 Hatfield, Sadie J.....Medina

Hickman, Marguerite B....Austin
 Knolle, MyrtleEllinger
 Mebane, Carrie A.....Alvin
 Mears, AmyDale
 Murray, Mary Lee.....San Antonio
 Parker, Howard S.....San Marcos
 Robinson, Caroline.....Corsicana
 Schwarz, Mary E.....Mercedes
 Smith, AftonSanta Maria
 Willett, ClaraSan Antonio
 Polk, JeanieSan Antonio
 Garrison, AlmaHondo

JUNIOR CERTIFICATES

Addison, MaryCaldwell
 Ahrens, LucileGalveston
 Alsup, BernicePort Lavaca
 Avera, EdithBronson
 Baker, EdnaFloydada
 Barnhouse, T. L.....San Marcos
 Barry, Mrs. Lois J.....Mart
 Bates, Laura Frances..San Antonio
 Berry, Hazel.....El Paso
 Birdwell, Barbara A.....Tyler
 Bridgwater, MariaSchulenburg
 Brigham, LetaEdna
 Brunson, IreneWaller
 Caver, WillyeRusk
 Dale, LeeDangerfield
 Evans, BerniceSan Marcos
 Ferguson, Hester Ruth..Groesbeck
 Flake, Elizabeth P....San Marcos
 Foster, BernicePearsall
 Garrett, Mary Emma....Wharton
 German, Eula Bee.....Gause
 Graddy, Maizine.Memphis
 Hickman, Mrs. Mary E..San Marcos
 Hopson, JanieSan Marcos
 Hume, EleanorSan Antonio
 Kellam, Frances Wade..Robstown

Kloekler, Erma A.....Skidmore
 Goonce, Silas Allison.....Miguel
 Kuehn, Herbert F.....New Ulm
 Lawley, George Dewey..Groesbeck
 Maner, Myra Lee.....Itasca
 Marshall, MaudePalacios
 Meyer, Eva A.....LaGrange
 Moore, Emma Edwin...San Marcos
 Neighbors, Kitty Laurene.....
San Marcos
 Oeding, Louise M.....LaGrange
 Ridgway, W. W.....Big Foot
 Riley, Katie Faye.....San Marcos
 Shepherd, John B.....San Marcos
 Smith, Dorothy B.....San Marcos
 Sutherland, Elizabeth ..San Marcos
 Talley, Lura.San Marcos
 Taylor, BlancheSan Marcos
 Trevino, OfeliaSan Marcos
 Victor, JuliaUvalde
 Walton, Jones.....San Marcos
 Whitmore, Fannie Mae...Lockhart
 Wilson, BonnieTroup
 Woodson, AnnaSan Marcos
 Yarbrough, EileenBelton
 Young, Willie Mae....San Antonio

SOPHOMORE CERTIFICATES

Anderson, RuthKilgore
 Atkins, William Bays....Bandera
 Bagley, Ada Valera....San Marcos
 Barden, LucyCharco
 Barth, Martha F.....Eddy
 Barton, Roy Aubrey.....Whitney
 Bohuslav, WillieMoulton
 Borchers, EmmieSchulenburg
 Bost, Julia Blanche.....Staples
 Boyd, Mary E.....San Antonio

Bragg, Jonnie Marie...Liberty Hill
 Calk, BessieKyle
 Chamberlain, LottieFlowella
 Cogburn, Myrtle O.....Rucker
 Cotton, Esther Amy.....Palacios
 Cox, MaudeHolland
 Dale, Jack C.....Blanco
 Danforth, DavidSan Marcos
 Dietert, JennieKerrville
 Draper, GraceLohn

DuBose, Ethel Sandia
 Ferrell, Ophelia Granbury
 Foster, Lora E. Pearsall
 Givens, Myrtle Blanco
 Grunewald, Loma M. Yorktown
 Harrison, Arie Leming
 Haupt, Libbie Buda
 Helmers, Stella Shiner
 Hitt, Aubyn Veta Buckholts
 Holland, Elvie San Marcos
 Holland, William San Marcos
 Hornsby, Myrtle San Marcos
 Hughes, Mirtle E. Holland
 Jennings, Mrs. Grace... San Marcos
 Kone, Laura San Marcos
 Krause, Marguerite Brazoria
 Lanier, Gus M. Marquez
 Leggette, Bernice Wier
 Lindsey, Donah Frances San Marcos
 Loudder, Hester Miles
 McCurry, Alfreda San Antonio
 Mansfield, Emma L. Bandera
 Matula, Gussie Marie.. Hallettsville
 Miller, Zara Yorktown
 Montgomery, Hazel Rosebud
 Morris, Mabel San Marcos
 Morrow, Mary Anna.... Marianna

Noian, Lucille.... New Orleans, La.
 Pavlicek, Bedrich Bomarton
 Pemberton, Catherine .. San Marcos
 Pfieger, Mary E. LaPorte
 Price, Ozelle..... Port Arthur
 Ralson, H. E. Rusk
 Schilling, Ida..... Lincoln
 Shands, Henry G. San Marcos
 Shurtleff, Fay Adamsville
 Sigler, Frances Ruth..... Tyler
 Smith, Gladys Luling
 Smith, Newton..... Cedar Creek
 Soyars, Erwin L. San Marcos
 St. Clair, Clarence... Morris Ranch
 Summers, Atwell J. San Marcos
 Summers, Elbert W. San Marcos
 Thalmann, Elen Carnelley. Bandera
 Thompson, Ava Lexington
 Tidmore, Edith Dallas
 Tisdale, Frances San Marcos
 Tisdale, Jessie San Marcos
 Tisdale, Johnie San Marcos
 Turner, Ovon..... Red Rock
 Vavrusa, Elizabeth Clara. Skidmore
 Williams, Dixie Granger
 Workman, Ruby Jewel.. Ohio, Tex.
 Workman, Mettie Evant

FRESHMAN CERTIFICATES.

Bartram, Albert O.... Fayetteville
 Bentley, Willie San Marcos
 Bodeman, Elsie Lockhart
 Chapman, Almanor Garwood
 Coovert, Gladys San Marcos
 Dippel, Cordelia..... Cat Spring
 Dodd, Hazel Nash
 Fleming, Etta San Marcos
 Fluitt, Lois Burnet
 Griffiths, Trula Garwood
 Hanson, Ella Lynd..... Laredo
 Hoch, Annie San Marcos
 Homola, Charles Bryan
 Hopper, Minnie Mae..... Wharton
 Hughes, Tillie Benton
 Killough, Edith E.... Center Point

Koeneman, Doris. Mexico City, Mex.
 McAnelly, Jewell Jonesboro
 McCaskill, Florence Hochheim
 McCleskey, David H. Dallas
 Martin, Pearl A. Heidenheimer
 Musgrave, Bonnie San Antonio
 Petty, Earline San Marcos
 Reinhardt, Alice Martindale
 Rummel, Helen Thelma.. Ledbetter
 Savage, Etha Florence
 Shelton, Chellie Tavern
 Stuermer, Lillian Ledbetter
 Teiwes, Lena Nordheim
 Terrell, Burena Alto
 White, Ada Evelyn..... Edna
 Young, Lula Belle.... Brownwood

SUMMARY

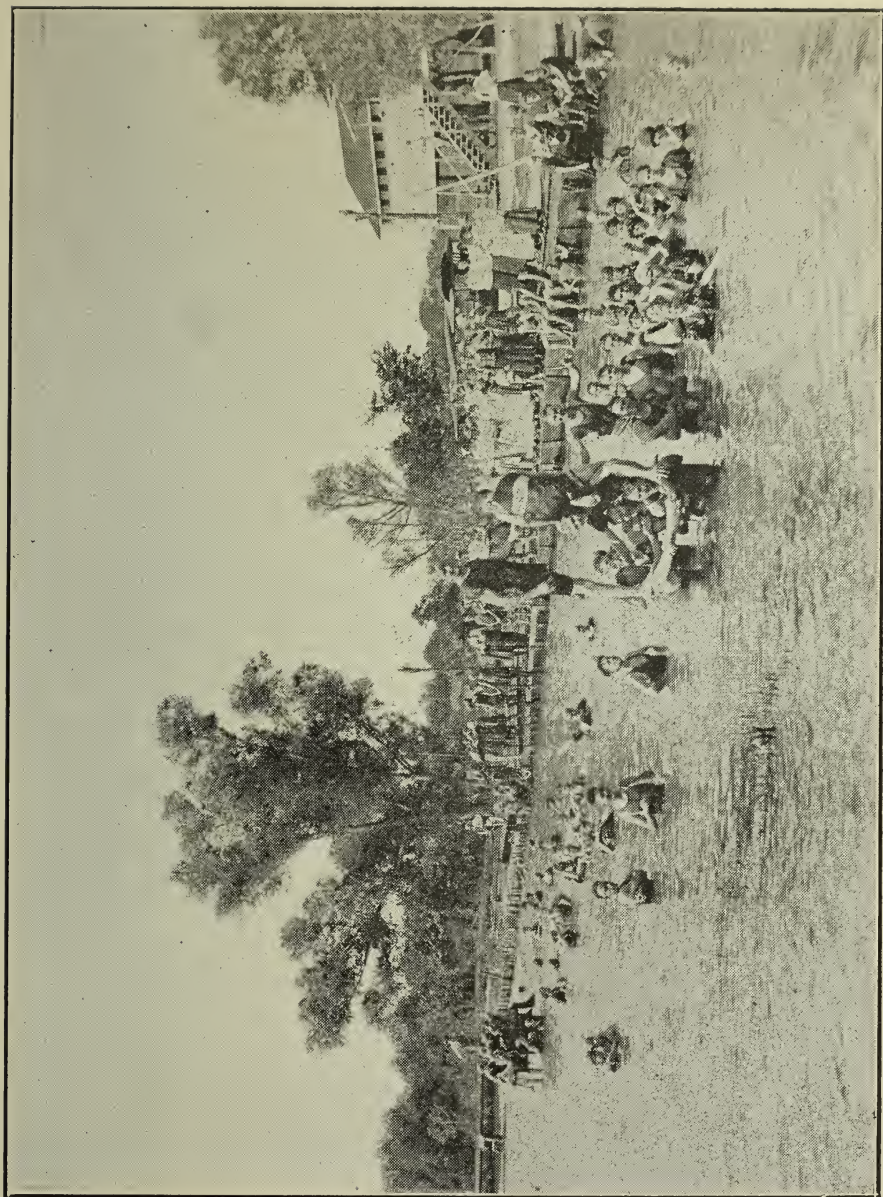
Degrees 1
 Diplomas 24
 Junior Certificates 51
 Sophomore Certificates..... 74

Freshman Certificates 32
 Grand Total.....182

ROLL OF SUMMER NORMAL STUDENTS, Summer 1918

Aaron, Mary Camp Verde
 Adams, Clara Mae..... San Marcos
 Adamsky, Barbara..... Victoria
 Allbright, Maggie..... Crockett
 Anderson, Edith J. Lyford
 Askey, Julia..... Clarkwood
 Atkinson, Fay..... Liberty Hill

Barnes, Gladys..... Luling
 Barnes, Edna Mae.... Crystal City
 Barth, Martha Eddy
 Bartholomew, Minnie... Paint Rock
 Bashaw, Lillian Smithville
 Beasley, Eula..... Tyler
 Bell, Louanna..... Mt. Sharp



Riverside.

Bell, Lucile.....Stockdale
 Bishop, Ima.....Stockdale
 Black, Catherine.....Navasota
 Black, Myrtle.....Quitman
 Bonneau, Adelaide....Citrus Grove
 Box, Lollie.....Whitehouse
 Bowden, Mable.....San Marcos
 Boxley, Katie.....San Marcos
 Braly, Marie Louise....Palestine
 Braman, Edith.....Santa Anna
 Brown, Edna.....Brandon
 Brown, Ethel J.....Kosse
 Brown, Mrs. Nora Lea.San Antonio
 Bruce, Inez.....Cuero
 Bryant, Viola.....Robstown
 Buckley, Jewel.....Calvert
 Burns, Maggie.....Adamsville
 Burns, Pearl.....San Marcos
 Butler, Mable.....Tenaha
 Byrd, Thelma.....Bend

Cagle, Jewell Louise....Waco
 Calk, Bessie.....Kyle
 Callihan, Fannie.....Luling
 Cammack, Vera.....Matador
 Camp, Willie Mae.....Thornton
 Carroll, Grace S.....San Saba
 Cawyer, Minnie.....Mercury
 Chaney, Mrs. B. B.....San Marcos
 Chapman, Irma.....Weimar
 Chesser, Ada.....Lockhart
 Chick, Pearl.....Kaffir
 Christiansen, Lydia....Westhoff
 Clark, Mrs. Roy E.....San Benito
 Cobb, Matie.....Franklin
 Coble, Ollie.....Poteet
 Collinsworth, Lonnie....Winters
 Cook, Ina.....Yoakum
 Copeland, Ovella.....Dale
 Cornwell, Antoinette....Corsicana
 Cox, Loila Mae.....Victoria
 Crain, Mrs. Rosa.....Jourdanton
 Crawford, Blanche.....Pearsall
 Crawford, Martha Anne..Victoria
 Crow, Willie.....Call Junction

Davis, Alton A.....Elgin
 Darby, Edith.....Runge
 Darby, Edna.....Runge
 Davis, Jessie.....Houston
 Dawson, Anna.....Corsicana
 Deckerson, Mattie.....Lockhart
 Draper, Lorna.....Lohn
 Dyer, Willie Elizabeth...Forest

Eaton, Ruth L.....Raymondville
 Ebert, Blanche.....Columbus
 Elliott, Frances.....Macie
 Erskino, Laura.....Derby
 Estes, Jennie M.....Llano
 Ellebracht, Valeska.....Novelle

Farrow, Lurline.....Anson
 Feazell, Mary.....Forest

Faris, Nelwyn.....San Marcos
 Ferguson, Dessie.....Granbury
 Find, Leola.....New Ulm
 Fitzgerald, Buckner....San Marcos
 Flake, Mary.....Poteet
 Flynn, L. F.....Corsicana
 Foster, Zella.....Eva
 Frnka, Leona.....New Ulm

Gahart, Johnnie Belle....Kemp
 Ganzert, Gertrude....Round Rock
 Gardner, Verna.....McDade
 Garrett, Bonnie.....Devine
 Gaston, Hazel.....Coupland
 German, Ethel.....Athens
 Gilbert, Thelma.....Brundage
 Gilliland, Willie.....Floresville
 Gipson, Bessie.....Mason
 Gipson, Stella.....Mason
 Glass, Ethel.....Rockport
 Glaze, Roland.....Hahn
 Glick, Walter R.....Louise
 Goodman, Odelle.....Franklin
 Goodner, Mrs. J. C.....San Marcos
 Goodrum, Nellie Mae....Seguin
 Covett, Lola.....Seguin
 Gregory, Willie.....Newton
 Griffin, Kate.....Devine
 Griffin, Modene.....Elgin
 Griffin, Naomi.....Devine
 Griffith, Virgie.....Charlotte
 Gronde, Marie.....Miguel
 Guynes, Ellen Floy.....Calvert

Halliburton, Grace.....San Marcos
 Hamblen, Clara.....Taylor
 Hamilton, Ettie.....Lott
 Harkins, Minnie Belle...Scottsville
 Harper, Delma.....Floresville
 Harral, Mary Edna.....Rice
 Harris, Lucy.....Red Rock
 Harris, Maurine.....Manor
 Haupt, Libbie.....Buda
 Hawloquetz, Anna Louise.....

.....Smithville
 Herron, Alice G.....Terry
 Hester, Annie Mary....Lexington
 Hester, Mattie.....Lexington
 High, Vera.....Lolita
 Hiler, Mary W.....Friotown
 Hill, Ada Lee.....Voca
 Hill, May Bell.....Grapeland
 Hilliard, Ella.....Lockhart
 Hilliard, Laura.....Lockhart
 Hintz, Mary.....Sealy
 Hockaday, Irma.....Oakwood
 Hockaday, Monta.....Oakwood
 Holden, Thelma.....San Angelo
 Holley, Mary.....Oakwood
 Hood, Florine.....Karnes City
 Hoover, Elizabeth.....Inez
 Hoover, Fay.....Inez
 Horne, Bertha.....Fife
 Hoskins, Mary.....Lolita

| | | | |
|----------------------------|-------------------|---------------------------|----------------|
| Huber, Isabel..... | Bellville | McGregor, R. R..... | Temple |
| Huffman, Elma D..... | Palacios | McGregor, Susie..... | Lexington |
| Hughes, Annie L..... | Bend | McKinnon, Agnes..... | Ft. Stockton |
| Hunnicut, Carrie Belle.... | Marlin | McLarty, Mae..... | Yoakum |
| Hurta, Ruby..... | Shiner | McNeill, Addie..... | Orange |
| Inman, Mayme..... | Texarkana | McNeill, Annie..... | Karnes City |
| Jackson, Ada..... | Oenaville | McNeill, Mattie..... | Karnes City |
| Jacobson, Elda..... | Collegeport | Madeley, Lena..... | Oakwood |
| Janda, Mrs. Sophia.... | Schulenburg | Margurger, Gussie..... | Round Top |
| Jenkins, Carrie..... | Rusk | Marshall, Maude..... | Palacios |
| Johnson, Eva..... | Kingsbury | May, Kate..... | Santa Anna |
| Johnson, Gladys..... | Bryan | Middlebrook, Bessie..... | Clayton |
| Johnson, Lovie..... | Kingsbury | Mead, Mrs. Mattie..... | Itasca |
| Jolley, Lucile..... | Lockhart | Mergenthaler, Clara..... | Shiner |
| Jones, Leona..... | Cuero | Mikeska, Jerry..... | Bellville |
| Jones, Louise..... | Kenedy | Mobley, Grace..... | McDade |
| Jordan, Eda..... | Lohn | Mobley, Rubie..... | McDade |
| Jordan, Lela..... | Lohn | Mobley, Maud..... | McDade |
| Jordan, Lillie..... | Lytle | Montgomery, Lela..... | Stockdale |
| Karnes, Mattie..... | San Marcos | Moon, Ethel..... | Luling |
| Kasperek, Vinska..... | Needville | Moore, Bernice..... | San Marcos |
| Kelley, Mrs. C. Y..... | Granbury | Moore, Minnie..... | Calvert |
| Kamp, Bessie..... | Smithville | Moore, Bessie..... | Schwertner |
| Ketchum, Inez..... | San Saba | Morrison, Ezra..... | Buffalo |
| Killough, Virgie..... | Devine | Moss, Nellie..... | Lockhart |
| King, Dora Alice..... | Concho | Mundine, Hallie..... | Tanglewood |
| King, Melva..... | Luling | Mulloy, Elva..... | San Marcos |
| Kimer, H. J..... | Fairland | Murray, Viola..... | Runge |
| Klossner, Onata..... | Edinburg | Murray, Roscoe..... | Simmons |
| Kolaja, Agnes..... | Guy | Nelson, Elizabeth..... | Lexington |
| Kowierschke, Selma..... | Castell | Newby, Dennis D..... | Satin |
| Kruger, Adele..... | Hutto | Nickle, Jessie..... | LaPorte |
| Kyle, Mary Jo..... | Grapeland | Olson, Otille..... | Ganado |
| Lacy, Bessie..... | Troup | O'Neal, Annie..... | Milano |
| Lamberton, Mandelle.... | Fordtran | Osborne, Anna May.... | Jourdanton |
| Larsen, Sue..... | Galveston | Parker, A. L..... | San Marcos |
| Latimer, Leda..... | Mt. Calm | Parker, Lydia..... | Palacios |
| Lawrence, Georgia..... | Palestine | Patrick, Illa Mae..... | Cumby |
| Leaks, Cecil..... | Paint Rock | Perry, Dora..... | Killeen |
| Lend, Floyd..... | Victoria | Petmeckey, Cora.... | Fredericksburg |
| Lentz, Duncan..... | Red Rock | Pierson, Bess Tipton..... | Itasca |
| Lester, Myrtle..... | Lockhart | Polk, Winnie..... | Killeen |
| Liles, Pearl..... | San Leandro, Cal. | Price, Allie..... | Pearl |
| Lindemood, Mary..... | Palacios | Probst, Winnie D.... | Sweet Home |
| Littlejohn, Jessie..... | Devine | Pruitt, G. W..... | San Marcos |
| Littlejohn, Nannie..... | Devine | Pruitt, Agnes..... | Rockdale |
| Lord, Byrta..... | Cheapside | Pruitt, G. C..... | San Marcos |
| Lovelady, Clara..... | Evant | Putman, Lodice..... | Eldorado |
| Lunday, Marion..... | Kyle | Reynolds, Manila..... | Alfred |
| McAnelly, Jewell..... | Jonesboro | Rhodes, Johnnie..... | Charco |
| McBay, Leona..... | Mexia | Rice, Esther..... | New Braunfels |
| McBurnett, Myrtle..... | Buckholts | Rice, Mary..... | New Braunfels |
| McClendon, Elizabeth..... | Elgin | Richards, Addie..... | Thornton |
| McCord, Cassie..... | Henderson | Robbins, Jessie..... | Paint Rock |
| McCown, Elva..... | Stockdale | Robinson, Delia..... | Davilla |
| McDonald, Mrs. Annie.... | Victoria | Rogers, Bessie May..... | Weimar |
| McDonald, Ellon..... | Jourdanton | Rost, Henry J..... | Burton |
| McDonald, Mae..... | Round Rock | Rueter, Mary..... | Waco |
| McFarland, Marguerite.... | Boerne | Runnels, Sue..... | Riviera |
| | | Rylander, Mayme..... | Robstown |

Sager, Viola.....Arneckeville
 Sageser, Jettie.....Harper
 Sahm, Alma.....Cibelo
 Saunders, Mildred.....Edna
 Schulze, B. E.....Round Top
 Sheffield, Florence.....Warren
 Shirley, Johnnie.....Crockett
 Shuptrine, Rebecca.....Medina
 Simmons, Norine.....Tanglewood
 Sledge, Mrs. Mary.....Kyle
 Smith, Addie.....Willow City
 Snowden, Susie.....Elgin
 Sparke, Ruby.....Thornton
 Spear, D. M.....San Marcos
 Spoffoni, Ida Belle....Port Lavaca
 Spurlock, Elcis.....Kingsville
 Staggs, Beulah.....Leming
 Standke, Minnie.....Pflugerville
 Stanley, Mattie Lou....Mt. Sylvan
 Stanley, Maude.....San Marcos
 Stearns, Lucretia.....Braday
 Stevens, Cecile.....Premont
 Stevenson, Lucile.....Lyford
 Strickland, Maude.....El Paso
 Sullivan, Beulah.....Kingsbury
 Sunderman, Myrtle....San Felipe
 Sutherland, Minnie B..San Marcos

 Tate, Elvie.....Mikeska
 Taylor, Mozelle.....Quitman
 Teague, Loraine.....Moody
 Thomas, Duncan.....San Gabriel
 Tidmore, Lois.....Mabank
 Tipton, Myrtle.....Itasca
 Trevino, Ofelia.....San Marcos
 Turner, Allie Mae.....San Marcos

 Vance, Eleanor.....Lexington
 Van Norman, Garnet....Chilton

Vaughan, Jane.....Corsicana

 Walker, Enie K.....Galveston
 Walker, Phoebe.....Beasley
 Walker, Leila.....Clarkwood
 Walker, Johnnie.....Charco
 Wareing, Ethel K.....Corsicana
 Warren, Gladys.....Floresville
 Webb, Onie M.....Lyford
 Wehmeyer, Clementine.Port Lavaca
 Welden, Valeria.....Mercury
 Wendel, Cora.....Meyersville
 Welden, Edythe.....Mercury
 Werth, Ora.....LaGrange
 Wesson, Carolyn.....Elgin
 Whitaker, Willie.....Ballinger
 White, Ada.....Edna
 White, Effie Maude.....Edna
 Whitehurst, Corene..Corpus Christi
 Wickham, Mattie.....Kemp
 Willard, Gladys.....Columbia
 Williams, Lorene.....LaPryor
 Williams, Nettie R.....Kempner
 Wilson, Mabelle.....Calvert
 Wilson, Thelma.....Charlotte
 Wilson, Virgie.....Lockhart
 Windhausen, Josephine..Caldwell
 Winston, Mary Belle...Smithville
 Wood, Ella.....Kingsland
 Woodland, Beatrice.....Marlin
 Woolsey, Kray.....Yoakum
 Workman, Jewel.....Ohio
 Wright, Mrs. Olga.....Quitman

 Yeager, Ora.....San Gabriel
 Yeldell, Fay.....Mexia
 Young, Mrs. Eula.....Reagan

 Zoeller, Ella.....Waring

SUMMARY

Total number of men.....18
 Total number of women.....277

Grand Total.....295

ENROLLMENT OF CREDIT STUDENTS

College Juniors

Brown, Mamie E.....San Marcos
 Curry, Marianna.....San Marcos
 Frey, Dera May.....Beaumont
 Frey, Emma.....San Antonio
 Handrick, Ida.....San Marcos

Henderson, J. W. G....San Marcos
 Henderson, Ruby.....San Marcos
 Hix, Eddie.....Midland
 Hix, Stella.....Midland
 Parker, Lois.....San Marcos

Seniors

Arnold, Dorothy.....San Marcos
 Austin, Eliza.....Belton

 Barr, Blanche.....Weimar
 Barbee, Caroline...Walnut Springs
 Barnes, Winifred.....San Marcos
 Bartlett, Emma Lee...George West
 Bartlett, Evie.....George West
 Beard, N. B.....San Marcos

Beetley, Louise.....Rockport
 Bell, Mamie.....San Antonio
 Boxley, Gertrude.....San Marcos
 Brown, Lois.....Elgin
 Brown, Mary Anna....San Marcos
 Brown, Betty.....Lockhart
 Browning, S. K.....Llano
 Burney, Harriett.....Waco
 Byrnes, Eulalie.....LaGrange

| | | | |
|----------------------|--------------|-------------------------|----------------|
| Cabaniss, Louise | Lockhart | Lachappelle, Cecile | San Antonio |
| Caffery, Valerie | Houston | Lowe, Bessie L. | Cameron |
| Cammack, Vera | Matador | Lowman, Mrs. Marguerite | Staples |
| Carver, A. B. | Breckenridge | Lubbock, Edith | San Antonio |
| Chadwick, Ethel | San Marcos | | |
| Claiborne, May | _____ | | |
| Clark, Gladys | Snyder | McCall, Ezelle | Burke |
| Clark, Minnie | Rock Springs | McCall, Jewell | Matador |
| Clayton, Mable | San Marcos | McCall, Sarah | Burke |
| Cobb, Iris | San Antonio | McDonald, Idella | San Marcos |
| Crapps, Alta | Driftwood | McGlothlin, Belle | Palacios |
| Curry, Ella | San Antonio | McIntyre, Hattie May | Stockdale |
| Curry, Emmie M. | San Antonio | Mabrito, Dora | San Antonio |
| | | Mackay, Stuart | Houston |
| Dabney, Elizabeth | San Saba | Marsh, Carrie | Livingston |
| Dailey, Mable L. | San Marcos | Mason, Elizabeth | San Antonio |
| Dale, Miss Lee | Daingerfield | Matthews, Morris H. | Corsicana |
| Darilek, A. W. | Shiner | Matthews, Paula | Hutto |
| Daugherty, Annie Sue | Hallsville | May, Lula | Temple |
| Davie, Flora | San Marcos | Mikeska, Lillie | Mikeska |
| Day, H. H. | San Marcos | Morgan, Bess | Bryan |
| Doyle, Mayme | San Marcos | Morris, Marion | Seymour |
| Doyle, Nellie E. | San Marcos | Morrison, Edna | Walnut Springs |
| | | Morrow, Albert | Athens |
| Earnest, Willie Raw | Lampasas | Mueloy, Elva | San Marcos |
| Eaton, S. M. | San Marcos | Murphy, Esther Mae | San Marcos |
| | | | |
| Fisher, Ester | _____ | Oliver, Lucile | San Saba |
| Foster, Lorena | Pearsall | | |
| Frances, Ethel | Prairie Lee | | |
| | | Parker, Ellen | Muldrow, Okla. |
| Gambrell, Mildred | Lockhart | Parker, Howard S. | San Marcos |
| Garrison, Alma | Hondo | Parker, Katherine | San Marcos |
| Garrison, Lena | Matador | Partlow, Marzee | San Marcos |
| Gassaley, Mrs. Irene | Edna | Paul, Fredonia | Mart |
| Gillespie, Candace | Taylor | Popplewell, Alta | Robert Lee |
| Gilmore, Leola | Center | Porter, Jennie | Calvert |
| Gipson, Carie | Poteet | Posey, Lucy | Martindale |
| Goldman, Anna | Victoria | | |
| Gorman, Leona V. | Pearl, Mo. | Randell, Bessie Lee | Lockhart |
| Griffin, Mae | San Marcos | Ray, Earline | Longview |
| Guynes, Gladys | Calvert | Rice, Myrtle | Maybank |
| | | Roberts, Erma | San Marcos |
| Haley, Sara | Port Arthur | Roeder, C. C. | Meyersville |
| Handrick, Bertha | San Marcos | | |
| Harden, Hope | Longview | Saunders, J. H., Jr. | San Marcos |
| Hardy, W. R. | Mathis | Scott, Daisy | San Marcos |
| Harris, Maurene | Manor | Sigler, Jean Libbie | Sealy |
| Harrison, Mrs. Anna | Marble Falls | Silvey, Jennie | San Marcos |
| Hearne, E. S. | Ben Arnold | Smith, Clara | _____ |
| Heinetz, Louise | Marble Falls | Smith, Frankie Belle | Anson |
| Hickman, Marguerite | San Marcos | Smith, Mary Kate | Henderson |
| Howard, May | Devine | Smith, Sudie K. | Lockhart |
| Howell, Ella | Corsicana | Spencer, Georgie | Uvalde |
| Howell, J. D. | Pandora | Stain, Mabel | Cheapside |
| | | | |
| Johns, Kate | Sansom | Talley, Maggie Joe | San Marcos |
| Johnson, Vivian | San Marcos | Taylor, Annie Ruth | Smithville |
| Jones, Aline | Mixon | Taylor, Sue | San Marcos |
| Jones, Carmon | Mullen | Thompson, Martha E. | San Marcos |
| Kallus, Elizabeth | LaGrange | Tips, Johanna | Runge |
| Kerby, Ida | San Marcos | Tynes, Alma | Franklin |
| Kruse, E. F. | Brenham | | |
| | | Ulbrich, Myrtle | Hondo |

Vertress, Ruth.....Brownsville
Walker, Gladys.....Marlin
Weatherall, Minnie.....Vernon
Webb, Emma B.....San Marcos
White, Jessie T.....San Antonio
Wiederstein, O. G.....Schertz

Wilson, Clyde W.....Mullin
Wilson, Lucy.....Mullin
Windhausen, Josephine...Caldwell
Wofford, Zora.....Edna
Womack, Exa.....Edna
Wooley, Annie.....Cameron

Juniors

Abbott, Etha.....Taylor
Allen, Alice B.....Sabinal
Allen, Allen.....Campbellton
Archer, Lela.....Lyford
Atkinson, Fay.....Liberty Hill
Avera, Edith.....Bronson

Denman, Beulah....Thorpe Springs
Dooley, Laura.....San Antonio
Duncan, Vada.....Meridian
Dyer, Thelma.....Plantersville

Ellison, Eula Lee.....Turnersville

Bailey, Mary A.....San Marcos
Baker, Christine.....Barker
Baker, Kate.....Lexington
Barnett, Willie.....Smiley
Barthlome, Anna....Corpus Christi
Baxter, Lucy.....Karnes City
Bigham, Edna.....Troy
Bishop, Gladys L.....Waxahachie
Blevins, Elizabeth.....San Marcos
Blevins, Bertha.....Donna
Blundell, Annye.....Lockhart
Bowman, Laura.....Manor
Boxley, Katie.....San Marcos
Breedlove, Beryl.....Katy
Bridges, Lucile.....San Marcos
Bryant, S. S.....Rogers
Burnett, T. C.....San Marcos

Fahro, Bessie.....San Antonio
Farris, Ethel.....Tow
Faulk, Hubert.....Corpus Christi
Faulk, Erma.....Corpus Christi
Fee, Edith.....Medina
Felkner, Vivian.....Henderson
Findley, Bessie.....Hubbard
Follett, Flower.....Houston
Flynn, L. F., Jr.....Corsicana
Fosselman, Estelle.....Navasota
Foster, Thala.....San Marcos

Garison, Alma.....Medina
Garner, Ida.....Kempner
Garrett, Vernon.....Wharton
Garrison, Lillie.....Matador
Gary, Mrs. Queen.....Ganado
Gates, Vivienne.....Shiro
Gattis, W. E.....Lapara
Gault, Bessie.....Sabinal
Gerstman, Marie.....Lexington
Gibson, Ed F.....Morris Ranch
Gilliland, Willie.....Floresville
Green, G. E.....Mason
Grote, Aurelia Leah.....Bellville
Guynes, Ellen F.....Calvert

Calhoun, Clara.....Austin
Canova, Rosa.....Bertram
Cargile, M. C.....Marion
Carpenter, Meta.....San Benito
Carver, Mary B.....Wetmore
Castenada, Marie B....Brownsville
Castenada, J. E.....Brownsville
Caver, Willye.....Rusk
Chalfant, Naomi.....Kountze
Chapman, Sybil.....Weimar
Chapman, Sank.....Stockdale
Chatham, Beulah.....Bellville
Chaudoin, Flora.....Lockhart
Clark, Isabelle.....San Antonio
Clement, Neva.....Kenedy
Cochran, Layton.....Sanderson
Copeland, Fairy.....Mt. Calm
Corbin, Chloe.....Kempner
Cordua, Ethel.....Galveston
Cornelson, Mary.....Reagan
Covington, Effie.....Martindale
Crocker, Eva.....Center
Culpepper, Lois.....Longview

Haliburton, A. D.....San Marcos
Hamilton, Cuma.....Buckholtz
Hamblen, Velma.....Taylor
Hancock, Mabel.....San Juan
Hardy, Mrs. W. R.....Mathis
Harris, Martha.....San Marcos
Harrison, Ruby.....Robston
Harwell, Lillian.....Corsicana
Hatch, Grace.....Corpus Christi
Hawkins, Rosalee....San Antonio
Hayden, S. J.....San Marcos
Haynes, Mary Sue.....San Marcos
Haynes, Sallie.....San Marcos
Hefner, Beulah.....Leander
Hefner, Grace.....Leander
Hefner, Maude.....Leander
Heintz, Bertha.....Marble Falls
Henderson, Juanita.....Lamkin
Hickman, Mary E.....San Marcos

Dabney, Lora.....San Saba
Davidson, Mildred.....Bertram
Davie, Helen.....San Marcos
Day, Calla.....San Marcos

Hiler, Mary W.....Friotown
 Hill, Ellen.....Alto
 Hines, Emma.....Pleasanton
 Holdsworth, Rosita.....Kerrville
 Holton, Johnnie.....Jonesboro
 Homola, Hedvika.....Bryan
 Hopkins, Helen.....San Antonio

Jarvis, Sadie.....Brandon
 Jeffery, Ima.....Big Wells
 Johnson, Hattie.....Nacogdoches
 Johnson, Lizzie Lee.....Charcoal
 Jones, Addie Mae.....Cuero
 Jones, Mrs. Attreass.....San Antonio
 Jones, Byrne.....San Marcos
 Jones, Lois.....Mt. Calm
 Jones, Louise.....Jourdanton

Karnes, Mattie.....Justin
 King, Esther.....Kilgore
 King, Myrtle.....Kilgore
 Kirch, Lucile.....Smithville
 Kirk, Mrs. Ohmer.....Floydada
 Knispel, Minnie.....San Marcos
 Knolle, Myrtle.....Ellinger
 Koonce, S. A.....Miguel
 Kowierschke, Ida.....Castell
 Krueger, Nell.....Hutto

Lacey, Mrs. L. S.....San Antonio
 Lane, Rosalie.....Del Rio
 Langston, Katie E.....Terrell
 Lea, Dot.....Gonzales
 Leonard, Genevieve.....Alvin
 Linsey, Hucie.....Los Cruces, N. M.
 Linn, Lillie B.....Bay City
 Linn, Louise.....Bay City
 Littlejohn, Lucile.....Tyler
 Loeffler, Lee.....Hilder
 Loftin, Elmer.....Converse

McBee, Elizabeth.....San Marcos
 McDonald, Edna.....Palestine
 McNeely, Nora Birdie.....Gorman
 McNeill, Mae.....Karnes City
 McNutt, Louise.....Austin
 Maner, Myra Lee.....Itasca
 Maxwell, Viola Mae.....Lometa
 May, Ethel.....Yoakum
 Mayo, Rubye.....Mexia
 Meiners, Rubye.....Moulton
 Mergenthaler, Ernestine.....Shiner
 Miller, Annie.....Marble Falls
 Mitchell, Mrs. Pearl.....San Marcos
 Mohle, Beatrice.....Lockhart
 Moore, Mrs. Willie V.....Tyler
 Moran, Annetta.....Mason
 Moran, Clara.....Mason
 Morris, Elizabeth.....San Antonio
 Morris, Minnie.....Maybank
 Mundine, Winnie.....Palestine

Nelson, Dagmar M.....Elgin

Newton, Clyde.....Wilson
 Neimann, Mary.....Southton
 Nix, Opal.....San Marcos
 Norris, Dorothy.....San Benito

Ogletree, Nora.....Kingsbury
 Oliver, Ora Mae.....San Saba

Pardon, Thomas....Corpus Chrsi
 Parsley, Alta.....Liberty Hill
 Patrick, Margaret.....San Antonio
 Perkins, Beatrice.....Pearl
 Phillips, Arabella.....Iredell
 Phillips, Gertrude.....Hempstead
 Preston, Ollie.....Evant
 Price, Annie Lou.....Henderson
 Prince, Ethel.....Alto
 Ray, Estelle.....Longview
 Reasons, Alta.....Devine
 Rice, Velma.....Maybank
 Ridgway, Estelle.....Big Foot
 Riesto, Lillian.....Navasota
 Riggs, Mae.....Runge
 Riley, Katie.....San Marcos
 Roberts, Alma.....Rockport
 Roeder, Mrs. Mamie....Meyersville
 Roquemore, Ruth.....Laneville
 Rousseau, Rubie.....Giddings

Saddler, Estelle.....Gatesville
 Saddler, Louise.....Gatesville
 Sahm, Alma.....Cibalo
 Sample, Frances.....Stockdale
 Sanders, Ada.....Bishop
 Sapp, Laveta.....Navasota
 Schrum, Ara.....Rhonesboro
 Schulze, Johanna.....Woodsboro
 Schulze, Otto J.....Woodsboro
 Schwarz, Mary E.....Mercedes
 Scrutchin, Jennie.....Martindale
 Shufford, Nellie G.....Hallsville
 Sisk, Minnie.....Hallsville
 Smith, Dona.....San Marcos
 Smith, Fanny.....San Marcos
 Smith, Rufus.....San Marcos
 Smith, Pearl.....Llano
 Storey, Nelle F.....San Marcos
 Stover, J. T.....San Marcos
 Straughan, Evelyn.....Silsbee
 Strickland, Maude.....El Paso
 Svadlenak, Anna.....Taylor
 Swift, Bernice.....San Marcos

Tansey, Mazie.....Hamlin
 Teague, Lorraine.....Moody
 Teague, N.....New Braunfels
 Thompson, Amy.....Brandon
 Thompson, Flora.....Lexington
 Thomson, Glenn.....Thrall
 Thrift, Kathryn.....San Antonio
 Tisdale, Frances.....San Marcos
 Tomforde, Marie.....Yoakum

Trent, Margaret.....Whitney
 Turner, Riche.....Garrison
 Vanderburg, Louise.....Silsbee
 Vest, Mrs. Gertha.....Midland
 Wade, Beatrice.....San Marcos
 Wagner, Juanita.....Cuero
 Walden, Pansy.....Laredo
 Wales, Dena.....Florence
 Walker, Annie.....Joaquin
 Walker, Beulah.....Wichita Falls
 Wallace, Viola.....Dallas
 Walters, Lenora.....Kyle
 Warren, Mrs. Elizabeth.....Alice
 Warren, Enid.....Alice
 Watson, Ada.....Troy
 Watson, Dora.....Devine
 Watts, Mary.....San Augustine

Weathers, Minnie.....Moore
 Wedekind, Esther.Round Mountain
 Whipple, Mary C.....San Marcos
 Wier, Raymond.....Miguel
 Wier, Rex.....Miguel
 Wington, Lena.....Aquilla
 Wilkinson, Ruby R.....Waelder
 Williams, Lena.....Yoakum
 Wilson, Bonnie.....Troupe
 Wilson, Ora.....Llano
 Winston, Anna Lee.....Smithville
 Winters, Bessie.....Evant
 Winters, Nannie.....Evant

Yarbrough, Alyf Belle....Garrison
 Yarbrough, Bess Fay....Garrison
 Young, Myrtle.....Miles
 Zimmerman, Icie.....Austin

Sophomores

Adams, Della.....Harper
 Adams, Ruth.....Loma Vista
 Adkins, Artie Mae.....Ganado
 Armke, Ida.....New Braunfels
 Austin, Hattie.....Ireland

Bagley, Ada.....San Marcos
 Bagley, Irene.....Lyford
 Baker, Grace.....Three Rivers
 Bandy, Alma.....Moore
 Barkley, Verna.....Hutto
 Barnette, Mary.....Lindale
 Barth, Martha.....Eddy
 Bartram, Albert O.....Fayetteville
 Bates, Ima.....Cushing
 Beall, Cora.....Killeen
 Bell, Mrs. Ellen J.....Mt. Sharp
 Berry, Gertrude.....San Marcos
 Betts, Eunice.....Pearsall
 Birdson, Eunice.....Kilgore
 Birdwell, Allie Myrrl.....Overton
 Bohuslav, Willie.....Moulton
 Booth, Mrs. Lemma.....San Marcos
 Bowman, Anna Mae.....Manor
 Box, Jewell.....Whitehouse
 Boyce, Annie.....Runge
 Boyce, Fannie.....Runge
 Boyce, Jay.....Runge
 Brosche, Lena.....Burton
 Brown, Mattie Lee.....San Marcos
 Buchanan, Kitty.....Brenham

Carter, Irene.....Hamilton
 Carter, Ross.....Mercedes
 Carver, Mrs. Ella.....San Marcos
 Clemons, Alda.....Carrizo Springs
 Clinger, Dena M.....Lone Grove
 Cloud, Cloud.....Jonesboro
 Cogburn, Myrtle O.....Rucker
 Cooper, Annie.....Turnersville
 Cooper, Loma Lee.....Gatesville
 Cornelius, Julia Ella.....Mt. Calm
 Coovert, Dessie.....Woodward

Cox, Elsie.....Mullin
 Cox, Maude.....Holland
 Criswell, Aubrey.....Buchholts
 Crook, Willey.....Martindale
 Crosby, Bess.....Rockdale

Dalham, Tony.....Nordheim
 Dale, Jack C.....Blanco
 Davidson, Kitty.....Ft. Stockton
 Dawdy, Maud.....Antelope
 Dechert, Bertha.....Blanco
 Dietert, Jennie.....Kerrville
 Dixon, Mrs. Mary Moores.....
Texarkana
 Dotson, Gladys.....Utopia
 Dunnam, Mrs. E. A....San Antonio

Ferrell, Mrs. Addie.....Granbury
 Fitzgerald, Laurine.....Weimar
 Foster, Stella.....Eva
 Fraser, Bessie.....Franklin
 Fricke, Anita.....Round Top

Gardner, Katherine.....Cotulla
 German, Willie.....Gause
 Gilmore, Ella.....Tivoli
 Ginn, Mary.....Granger
 Green, Myrtle....Ft. Sam Houston
 Green, B. Q.....Hamilton
 Griffin, Jessie.....San Marcos
 Griffith, Cecelia.....Charlotte
 Griffith, Clarence.....Hebbronville

Haliburton, Ethelyn....San Marcos
 Haliburton, Marion...San Marcos
 Hancock, Addie Jane..Goldthwaite
 Hard, Addie.....Joseph
 Harper, Imogene.....Palestine
 Harper, Troy H.....Palestine
 Harrison, Ardie.....Leming
 Harrison, Horace G.....Crawford
 Hatch, Rhoda.....Corpus Christi
 Hawkins, Annie.....Hugo, Okla.

Hawkins, Ida.....Archer City
Heatherby, Montey Ray.....
.....Richland Springs
Hennig, Alma.....San Marcos
Herber, E. R.....Gold
Hewitt, Minnie.....Manchaca
Hill, May Belle.....Grapeland
Hillebrand, Esther.....Austin
Hintz, Mary.....Sealey
Hoch, Anna.....San Marcos
Holland, Elvie.....San Marcos
Holland, J. O.....San Marcos
Holland, Juliet P.....Junction
Hussey, Bertha.....Valley Wells

Jackson, Ada.....Oenaville
Jennings, Mrs. Grace.....San Marcos
Jennings, Otis B.....Martindale
Johnson, Lina.....Bandera
Johnson, Marguerite.....Liberty Hill
Johnson, Pauline.....Charcoal
Johnson, Blanche.....Locker
Jones, Nettie.....Kingsbury
Jones, Opal.....Mullen

Kaigler, Lorene.....San Marcos
Karcher, Annie.....Dime Box
Karcher, Clara.....Dime Box
Kelley, Mrs. C. Y.....Granbury
Kennedy, Charles.....San Marcos
Kennington, Gladys.....Gillette
Kennington, Joe.....New Boston
Kispel, Ruth.....San Marcos
Kuehn, H. F.....New Ulm

Leeton, Pearl.....Kennedy
Liles, Pearl.....San Leandro
Loeffler, Mrs. Jennie.....Hilder
Love, Genevieve.....San Angelo
Lovelady, Etta.....Evant
Lowman, Mrs. Lucile.....
.....Stonewall, Okla.

McAnulty, Lillie Maude....Rogers
McCoy, Mattiemaude....San Antonio
McGehee, Myrtle.....Angelton
McQuerry, Myrtle.....Grafford
McSwain, Laurene.....Wellborn

Maddox, Elmo.....Llano
Maddox, Mrs. Emily.....Llano
Mahon, Ella.....Ft. Worth
Matthes, Clara.....Ganado
Matula, Gussie.....Hallettsville
Matyas, Mary.....East Bernard
Mayfield, D. M.....Buckholts
Mauldin, Elizabeth.....Martindale
Mikeska, Ella.....Mikeska
Miller, Jeanette.....Voca
Montgomery, Hazel.....Waco
Murff, Mae.....San Marcos

Norwood, Lorane.....Delvalle

Parker, Lydia E.....San Marcos
Pearson, Mrs. Ida Agnes....Llano
Pedigo, May.....Pedigo
Perkins, Hallie.....Smiley
Perry, Mattie.....Luling
Pfieger, Mary E.....La Porte
Phillips, Edna.....Hempstead
Phillips, Jerry.....Iredell
Pope, Mae.....Lockhart
Powell, Mary.....Loma Vista
Pruitt, Kenneth.....San Marcos

Redford, Elizabeth....Johnson City
Reily, Gertrude.....D'Hanis
Ricks, Violet.....Ganado
Robbins, Myrtle.....Paint Rock
Roberts, Henrietta....San Marcos
Robison, Delia.....Davilla
Rolston, Florence.....Thorndale

Sallee, Nettie.....Rochelle
Schilling, Ida.....Lincoln
Schlemstedt, Marie.....Nordheim
Scott, Fay.....Round Rock
Schaffer, Armour Mary.San Marcos
Shuptrine, Rebecca.....Medina
Shuptrine, Katie.....Medina
Smith, Daniel.....San Marcos
Smith, Adele.....Lovelady
Snow, Minnie.....Florence
Speed, Bernice.....Beasley
Spurlock, Frederick Belle.....
.....Mt. Calm
Stanley, Catherine.....San Marcos
Stephens, Pricilla....Aransas Pass
Sullivan, Lula.....Garner
Summers, Atwell J.....San Marcos

Terrell, J. C.....Iredell
Therneau, Ellena.....Taylor
Thompson, Alice E....San Marcos
Turner, Glynne Rose....Red Rock
Turner, Ovon.....Red Rock

Vavrusa, Elizabeth.....Skidmore

Wahl, Salome.....San Antonio
Waldschmidt, Hertha.....
.....New Braunfels
Walker, Mildred. Mountain Home
Wehmeyer, Clementine.Port Lavaca
Weldon, Valeria.....Mercury
Welge, Dora.....San Marcos
Weller, Louise.....Yorktown
Westbrook, Arldia....Hext
White, Norine.....Troy
Williams, Lorene.....La Prior
Wilson, Carol.....Lockhart
Wilson, Winnie L.....Austin
Wink, Henrietta.....San Angelo
Winkler, Lelia....Valley Springs
Workman, Mettie.....Evant

Yeager, Ora.....San Gabriel

Freshmen

| | | | |
|-----------------------------|-------------------|--------------------------|----------------|
| Adams, Delia..... | Loma Vista | Mansfield, Clara..... | Bandera |
| Bass, Ethel..... | San Marcos | Martin, Ferne..... | Heidenheimer |
| Batey, Annie..... | Dewville | Martin, Pearl..... | Heidenheimer |
| Bodeman, Elsie..... | Lockhart | Mead, Kate Lee..... | Itasca |
| Bose, Emmie..... | Bulverde | Mead, Mary..... | Itasca |
| Bost, Blanche..... | Staples | Mead, Mrs. Mattie..... | Itasca |
| Burns, Pearl..... | San Marcos | Middlebrook, Bessie..... | Clayton |
| Byler, Beatrice..... | San Marcos | Mikeska, Lydia..... | Brenham |
| | | Moltz, Stella..... | Seguin |
| Cloud, Vesta. | Jonesboro | Morgan, Gertrude..... | Arden |
| Conally, Joyce..... | San Marcos | Monk, Annie..... | Staples |
| Cook, Girard..... | San Marcos | Murphy, Sadie..... | Alvin |
| Coovert, Gladys..... | Woodward | Musgrave, Bonnie..... | Spofford |
| Cottle, Annie..... | Rochelle | Meyers, Ava..... | Jonesboro |
| | | Nixon, Nona..... | Valley Springs |
| Decherd, Julia..... | Del Rio | Nolan, Lucile..... | San Marcos |
| Draper, Grace..... | Lohn | Parker, John W..... | San Marcos |
| Drumm, Minnie Lou..... | Staples | | |
| Duncan, Thomas..... | San Gabriel | Pinkerton, Bertha N..... | Rockdale |
| Eiland, Leona..... | Rockdale | Pochman, Henry, Jr.... | Round Top |
| Elsik, Marie..... | Shiner | Pruitt, G. C..... | San Marcos |
| Elsik, Theresa..... | Shiner | Pyland, Bernyce..... | San Marcos |
| | | Quick, Agnes..... | Round Top |
| Ferguson, Florence..... | Mt. Calm | | |
| Ferrell, Ophelia..... | Granbury | Ramsay, Clara..... | San Marcos |
| Fitzgerald, Buckner.... | San Marcos | Ramsay, Chas..... | San Marcos |
| Foulds, Nell..... | Sample | Ransome, Beatrice..... | Wallace |
| Giese, Roy..... | Round Top | Ray, Dorothy..... | Archer City |
| Glimp, Lurline..... | San Marcos | Reagan, Eccis..... | Charcoal |
| | | Reardon, Mildred..... | San Marcos |
| Hampton, Chloe..... | Pearl | Reeves, Ruth..... | Wrightsboro |
| Hampton, Maude..... | Hamilton | Reiley, Annie..... | D'Hanis |
| Harold, Mary Edna..... | Rice | Reinhardt, Alice..... | Martindale |
| Harris, Lurlene..... | San Marcos | Ridgway, Ellie..... | Big Foot |
| Harrison, Hazel..... | Leming | | |
| Hartzog, Howard..... | San Marcos | St. Clair, Clarence... | Morris Ranch |
| Henderson, Homer..... | Satin | Shelton, Bessie..... | East Bernard |
| Hilsher, Rosalie..... | Schulenburg | Shelton, Chellie..... | East Bernard |
| Holloway, Hattie..... | Poteet | Sherrill, J. D..... | San Marcos |
| Holloway, Oscar..... | Poteet | Shoemaker, Mary..... | Voss |
| Homola, Charles..... | Bryan | Simms, Ola..... | Quitman |
| Hornsby, Myrtle..... | Manor | Smith, Beatrice Mary.. | San Marcos |
| Hughes, Tillie..... | Benton | Smith, Pearl Mary..... | Port Lavaca |
| Ivey, John Ford..... | Kingsville | Stanley, Mary E..... | San Marcos |
| Jacobson, Elda..... | | Stansney, Mollie..... | Plum |
| | | Strauss, Viva E..... | Ganado |
| Klagmann, Alvina..... | Deanville | | |
| Koeneman, Doris..... | Mexico City, Mex. | Teiweus, Ella..... | Nordheim |
| | | Teiweus, Lena..... | Nordheim |
| Lackey, Mary..... | Dale | Thompson, Ava..... | Lexington |
| Lawrence, Dorcas..... | San Marcos | Tisdale, Jessie..... | San Marcos |
| Leehin, Madge..... | Luling | Tisdale, Johnie..... | San Marcos |
| Lehmberg, Alfred..... | San Marcos | | |
| | | Vaughan, Nora..... | Kingsbury |
| McDonald, Annie..... | Jordanton | | |
| McGaughey, Non Douglas..... | | Weldon, Edythe..... | Mercury |
| | San Marcos | Wharton, Octavia..... | Joaquin |
| | | Wiederaenders, Nettie.. | Round Top |

SUMMARY

Summer Quarter 1918

| | | | |
|----------------------|-----|-------------------|-----|
| College Juniors..... | 10 | Freshmen. | 103 |
| Seniors | 142 | | |
| Juniors | 250 | Total..... | 697 |
| Sophomores | 192 | | |

ENROLLMENT FOR 1918-1919

College Seniors

| | | | |
|-----------------------|------------|------------------------|------------|
| Brown, Mamie E..... | San Marcos | McPherson, Nellie..... | San Marcos |
| DeViney, Chas. E..... | San Marcos | | |

College Juniors

| | | | |
|------------------------|---------------|------------------------|------------|
| Barnette, Thos. B..... | San Marcos | Hardy, W. R..... | Mathis |
| Dobbins, John..... | San Marcos | Hickman, Marguerite... | San Marcos |
| Durham, Juanita..... | Sterling City | Porter, Roger H..... | San Marcos |
| Gardner, Opal..... | San Marcos | Woodson, W. I., Jr.... | San Marcos |
| Gardner, Ralph H..... | San Marcos | | |

Seniors

| | | | |
|-------------------------|----------------|--------------------------|----------------|
| Apfelbach, G. H..... | Brenham | Garrison, Alma..... | Hondo |
| Avera, Edith. | Bronson | Green, G. E..... | Mason |
| | | Guynes, Ellen F..... | Calvert |
| Barber, Will G..... | San Marcos | Harden, Hope..... | Longview |
| Barnhouse, Telford. . . | San Antonio | Harris, Carroll..... | Lytton Springs |
| Barton, Ada J..... | Whitney | Hatfield, Sadie..... | Medina |
| Beckworth, Burton..... | Runge | Hayden, S. J..... | San Marcos |
| Bell, Mamie..... | San Antonio | Haynes, Mary Sue..... | San Marcos |
| Bennett, Lucile..... | Yoakum | Heath, Daphne..... | San Marcos |
| Breedlove, Beryl..... | Katy | Hickman, Mary E..... | San Marcos |
| Bridges, Lucile..... | San Marcos | Hill, Ellen..... | Alto |
| Brown, Eda..... | Blanco | | |
| Brown, Mary D..... | San Marcos | Kaderli, J. N..... | Stanton |
| Brunson, Irene..... | Waller | Knispel, Minnie..... | San Marcos |
| | | Knolle, Myrtle..... | Ellinger |
| Caver, Willye..... | Rusk | McDonald, L. C..... | Shiro |
| Caveness, C. H..... | San Marcos | Maner, Myra Lee..... | Itasca |
| Collins, Jeanette..... | Alvin | Mebane, Carrie..... | Alvin |
| Compton, Vallie E..... | Dale | Miears, Amy..... | Dale |
| Cordua, Ethel..... | Galveston | Mills, Virginia..... | Brookshire |
| Cummins, Yettie..... | Haskell | Morrison, Edna Earl..... | |
| | | | Walnut Springs |
| Dailey, Julia..... | San Marcos | Morrow, Albert..... | Athens |
| Dale, Lee..... | Daingerfield | Murray, Mary Lee..... | San Antonio |
| Denman, Clarence..... | San Marcos | | |
| Durham, Clemmie..... | Blanco | Parker, Howard..... | San Marcos |
| | | Penland, E. S..... | Jayville |
| Elliott, Loretta..... | Houston | Pettit, Amelia..... | San Marcos |
| Faulk, Erma M..... | Corpus Christi | | |
| Faulk, Howard P.... | Corpus Christi | Ridgway, W. W..... | Big Foot |
| Faulk, Hubert..... | Corpus Christi | Riley, Katy..... | San Marcos |
| Ferguson, Minnie..... | Bryan | Robinson, Caroline..... | Corsicana |
| Foster, Thala..... | San Marcos | | |
| Francis, Ethel..... | Luling | Schwarz, Mary E..... | Mercedes |
| | | Scott, Daisy A..... | San Marcos |
| Gardner, Sam Wood.... | San Marcos | Smith, Afton..... | Mercedes |
| Garison, Alma..... | Medina | | |

Smith, Rufus.....San Marcos
 Smith, Sudie.....Lockhart
 Stewart, Vada.....Hutto
 Stroman, O. C.....San Marcos

Taylor, Blanche.....San Marcos
 Terrell, Julia.....San Marcos

Vernon, Mrs. Carrie....San Marcos
 Victor, Julia.....Uvalde

Wagner, Juanita.....Cuero
 Walton, Jones.....San Marcos
 White, George.....Stockdale
 Willbern, A. C.....Runge
 Willett, Clara.....San Antonio
 Wilson, Bonnie.....Troup

Young, Florence.....Belton

Zimmerman, O. A.....Lincoln

Juniors

Adams, Harry.....Taylor
 Adams, Sophus.....Boerne
 Addison, Mary.....Caldwell
 Ahrens, Lucile.....Galveston
 Allen, Burton.....Mart
 Alsup, Bernice.....Port Lavaca
 Arenstein, Sidney.....San Marcos
 Armstrong, Curtis.....Overton
 Arnold, Milton C.....San Antonio
 Avent, Mrs. H. P.....San Marcos

Bagley, Ada.....San Marcos
 Baines, Ben.....San Marcos
 Baker, Edna.....San Marcos
 Bane, Nelda.....Itasca
 Barnes, Essa May.....Chester
 Barr, Minda.....Palacios
 Barth, Martha.....Eddy
 Barry, Mrs. W. A.....Mart
 Barton, Roy A.....Whitney
 Bates, Laura Frances..San Antonio
 Bauer, Rudolph.....Seguin
 Bennett, Joe Lee.....Groesbeck
 Berkley, Thelma.....San Marcos
 Berman, Hyman.....Seguin
 Berry, Gertrude.....San Marcos
 Berry, Hazel.....El Paso
 Birdwell, Allie M.....Overton
 Birdwell, Barbara A.....Tyler
 Bohuslav, Willie.....Moulton
 Bolton, Lloyd C.....Augusta
 Box, Jewel.....Whitehouse
 Boxley, Katie.....Harrisburg
 Boyce, Fannie.....Runge
 Bragg, Bonnie.....Liberty Hill
 Brantley, Beatrice.....Oakwood
 Breath, Mrs. Birdie....San Marcos
 Brennan, Sue Louise....Laredo
 Bridgwater, Maria....Schulenburg
 Briggs, Isaac.....Medina
 Brigham, Leta.....Edna
 Brock, Willard A.....Hamilton
 Burns, Kennith.....Lockney
 Burton, Eddie Byrd...San Antonio

Camp, Mary.....Port Arthur
 Canova, Rosa.....Bertram
 Carroll, Marvin F.....Bryan
 Carter, Carol A.....San Antonio
 Cavness, Grace.....San Marcos

Chamberlain, Mabel.....Burnet
 Chandler, Otha B.....San Marcos
 Chatham, Beulah.....Bellville
 Choate, Alvada.....Jasper
 Colton, Fay Owen.....Athens
 Cowan, Raymond.....Wimberley
 Cox, Maude.....Holland
 Crowell, Fred S.....San Marcos
 Cutts, Helen.....Somerville

Dabney, Lora.....San Saba
 Davies, Mary P.....Rockport
 Davis, Mrs. Ruth.....Hillsboro
 Day, Calla.....San Marcos

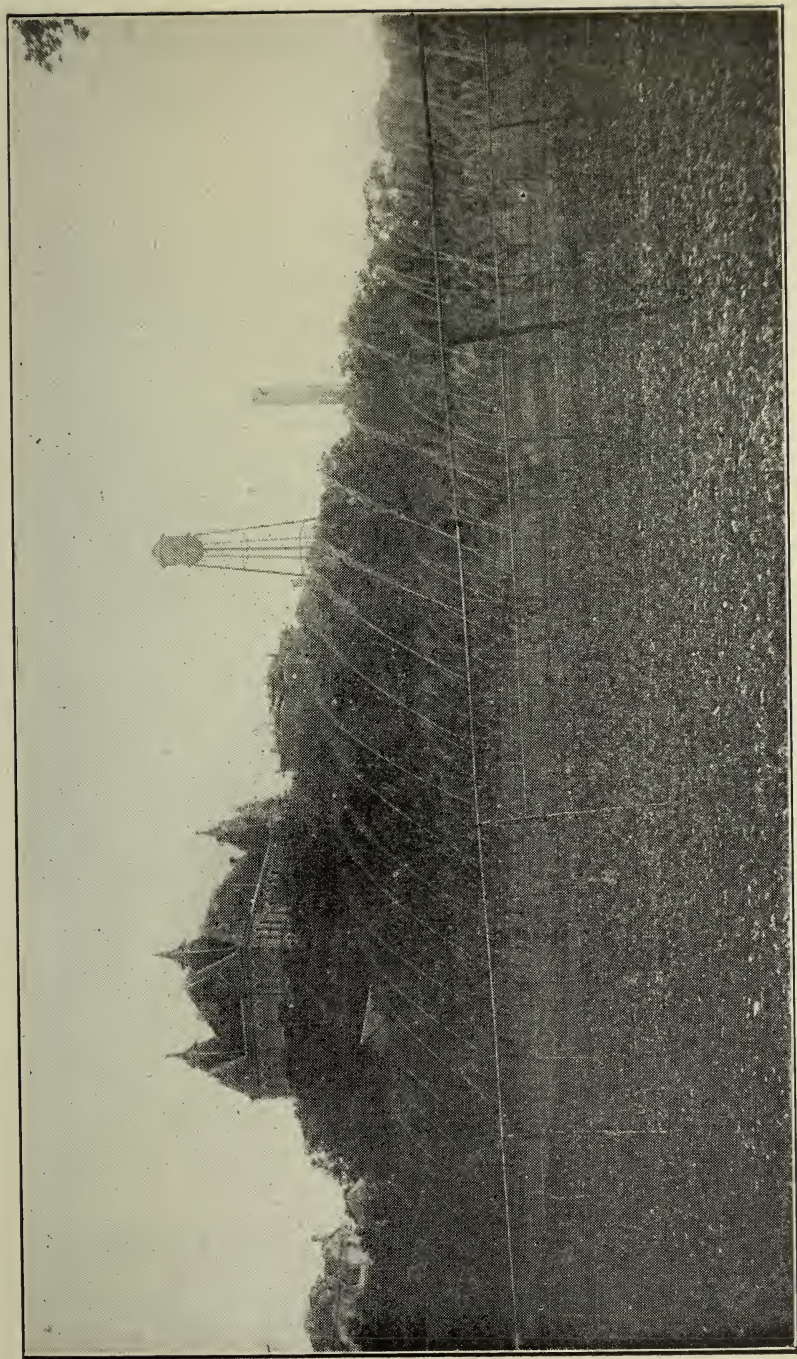
Edwards, Evelyn.....Milford
 Elder, Etna.....Whitney
 Ellis, Alvie W.....Hamilton
 Evans, Bernice.....San Marcos
 Ezell, Hobson.....Groesbeck

Fentiman, Robert.....San Antonio
 Ferguson, Hester.....Groesbeck
 Fitzgerald, Luline.....Wiemar
 Flake, Elizabeth.....San Marcos
 Foster, Bernice.....Pearsall
 Foster, L. C.....Pearsall
 Foster, Stella.....Eva
 Fraley, Mabel.....Wharton

Gardner, Walter B....San Antonio
 Garrison, Anna.....Medina
 Garrett, John O.....Wharton
 Garrett, Mary.....Wharton
 German, Eula Lee.....Gause
 Givens, Myrtle.....Blanco
 Glenn, Clarence.....El Campo
 Graddy, Maizine.....San Marcos
 Green, B. Q.....Hamilton
 Green, Eliza.....San Marcos
 Grunewald, Loma.....Yorktown
 Guess, Dora Willie....Rogers

Hanson, Ernestine.....Clifton
 Hanson, Hanna E.....Rio Hondo
 Hard, Addie.....Joseph
 Hardy, Mrs. Mary E.....Mathis
 Harrison, Arie.....Leming
 Harrison, Horace.....Crawford
 Hartkopf, Fred A.....San Marcos

| | | | |
|------------------------|---------------|-------------------------|-------------|
| Harwell, W. T..... | Kyle | Montgomery, Hazel..... | Rosebud |
| Hastings, Albert..... | Stockdale | Moore, Emma E..... | San Marcos |
| Hawk, Emory..... | San Marcos | Morris, Gladys..... | Devine |
| Hays, Richard..... | San Marcos | Morrow, Mary..... | Marianna |
| Hays, W. Marion..... | Ballinger | Morrow, Vallie..... | Athens |
| Hazlewood, R. M..... | Leander | Morton, Bessie..... | Katy |
| Hefner, Beulah..... | Liberty Hill | Muckleroy, Emory..... | Eddy |
| Herndon, Franklin..... | San Marcos | Neely, Ann..... | Temple |
| Hey, Fritz..... | Seguin | Neighbors, Kittie..... | San Marcos |
| Hilburn, Mary..... | Waxahachie | Nix, Opal..... | San Marcos |
| Hillyard, Mabel..... | Rogers | Nixon, Irving..... | Harper |
| Hoffman, Tolbert..... | San Marcos | Nolan, Lucile..... | San Marcos |
| Holland, Elvie..... | San Marcos | Norment, Mary..... | Bastrop |
| Holloway, Oscar..... | San Marcos | Oeding, Louise..... | LaGrange |
| Holman, Daisey..... | Houston | Owens, Leslie..... | |
| Hocker, Mrs. Pearl.... | San Antonio | Perkins, Ora..... | Smiley |
| Hopson, Janie..... | San Marcos | Perkins, Vannie..... | Sinton |
| Hopson, Leonard..... | Bullard | Person, Otho..... | Karnes City |
| Hornberg, Carroll.... | San Marcos | Peterson, Myra..... | Sabinal |
| Hughes, Mirtle..... | Holland | Pflieder, Mary..... | LaPorte |
| Hume, Eleanor..... | San Antonio | Phillips, Jerry..... | Iredell |
| Jamar, Lucile..... | Creedmor | Pluenecke, Ethel..... | Seguin |
| Jennings, Mrs. Grace.. | San Marcos | Pruitt, Kenneth..... | San Marcos |
| Jennings, Otis..... | Martindale | Punchard, Mildred..... | Rogers |
| Johnson, Hattie..... | Nacogdoches | Ralson, H. E..... | Rusk |
| Johnson, Pauline..... | Charco | Ramsay, Clara..... | San Marcos |
| Johnson, William..... | San Marcos | Rasberry, Mrs. Sid.... | Ballinger |
| Jones, Chas. B..... | Wellington | Reasons, Alta..... | Devine |
| Jones, Noah Leeota.... | Jonesboro | Reichert, Leonia..... | LaGrange |
| Jordan, Arthur..... | Crawford | Rheiner, Gertrude.... | San Antonio |
| Keahey, Mary..... | San Marcos | Robbins, Myrtle..... | Paint Rock |
| Kellam, Frances..... | Robstown | Robertson, Frank..... | San Marcos |
| Kellam, Jesse C..... | San Marcos | Sadler, Estelle..... | Gatesville |
| Kiefer, Alice..... | Somerville | Sanders, Leona..... | Bishop |
| Kloeker, Era..... | Skidmore | Sanders, Robert..... | San Marcos |
| Knispel, Ruth..... | San Marcos | Schilling, Ida..... | Lincoln |
| Koonce, S. A..... | Miguel | Schulze, Johanna.... | Woodsboro |
| Kuehn, H. F..... | New Ulm | Schulze, Otto..... | Woodsboro |
| Lancaster, Fred..... | Kingsbury | Scott, Ruth..... | Franklin |
| Lawley, Dewey..... | Groesbeck | Scott, Willie Y..... | Bay City |
| Leuschner, Wm. C., Jr. | Victoria | Self, Eunice..... | Goldbusk |
| Lewis, Nellie..... | Holland | Shands, Henry..... | San Marcos |
| Lindsey, Donah..... | San Marcos | Shaw, Bertha..... | Frost |
| Linn, Lillie..... | Bay City | Sheffield, M. M..... | Santa Anna |
| Luder, Mary B..... | Markham | Shepherd, John B.... | San Marcos |
| McBride, J. B..... | Harwood | Shuler, Ida..... | San Antonio |
| McCoy, Mattiemaude.. | San Antonio | Shurtleff, Fay..... | Adamsville |
| McCutchen, Lela..... | Hallettsville | Sigler, Ruth..... | Sealy |
| McGee, Frank M..... | San Marcos | Simmons, Miss O. T.... | Thrall |
| McNaughton, David.... | San Marcos | Simon, Harold C..... | Converse |
| Maner, Lionel..... | San Antonio | Smith, Daniel..... | San Marcos |
| Marquis, Bula..... | San Gabriel | Smith, Dorothy..... | San Marcos |
| Marshall, Maude..... | Palacios | Smith, Fannie Morgan.. | San Marcos |
| Martin, Rose M..... | Sanderson | Smith, Gladys..... | Luling |
| Martindale, Mearle.... | Lockhart | Smith, Mrs. Harold.... | San Marcos |
| Matthews, Ada B..... | San Antonio | Smith, May..... | San Marcos |
| Matula, Gussie..... | Hallettsville | South, Helen..... | San Marcos |
| Mauldin, Elizabeth.... | Martindale | Soyars, Erwin..... | Wimberly |
| Meyers, Eva..... | LaGrange | Stevens, Burnyce..... | San Marcos |
| Miller, R. H..... | San Marcos | Stricklen, Thompson.... | Juno |



Normal Garden Irrigation.

Summers, Atwell.....San Marcos
Sutherland, Lizzie.....San Marcos

Tally, Lura.....San Marcos
Terrell, J. C.....Iredell
Tisdale, Frances.....San Marcos
Trevino, Ofelia.....San Marcos
Turner, Ovon.....Red Rock
Tyson, Marguerite.....Calvert

Vavrusa, Elizabeth.....Skidmore

Waldrip, Maurice.....Martindale
Walker, Susie.....Leander
Walker, Winnie.....Llano
Wendelkin, Lelia.....Robstown
Wharton, Mrs. Jeannette....Willis
Whitmore, Fannie Mae....Lockhart

Wier, Rex.....Miguel
Williams, Fred V.....San Marcos
Williams, Rector.....Martindale
Wilson, Sue Margaret....Navasota
Winkler, Lelia.....Valley Springs
Winston, Sam.....San Marcos
Winters, Bessie.....Evant
Winters, Nannie.....Evant
Woodson, Anna.....San Marcos
Workman, Jewell.....Ohio
Workman, Mettie.....Evant
Wray, Gerald.....San Marcos
Wren, Clarence.....San Marcos

Yarbrough, Eileen.....Belton
Yarrington, Bella.....San Marcos
Young, Haskell.....San Marcos
Young, Willie Mae....San Antonio

Sophomores

Allcorn, Alpha.....Thorndale
Allen, Mrs. Roberta...San Antonio
Allison, Edd Wilson.....Bishop
Alsop, Lurina.....Port Lavaca
Anderson, Ruth.....Kilgore
Atkins, Bays.....Bandera
Avent, Lucile.....Rosebud
Avery, William Norris...Stockdale

Barden, Lucy.....Charco
Barber, Dixie.....San Marcos
Barth, Ella.....Eddy
Bartram, Albert O....Fayetteville
Berryman, Wiley S.....Temple
Beseler, Hardy.....Woodsboro
Bodeman, Elsie.....Lockhart
Borchers, Emmie....Schulenburg
Bost, Blanche.....Staples
Boyd, Mary E.....Dallas
Bradley, Alma Lenora.....Buda
Branum, Ola.....San Marcos
Bratton, Elva.....Leesville

Cade, Mary Jo.....Chandler
Calk, Bessie.....Kyle
Carmichael, Lillian.....Lamkin
Carroll, Donna Mae.....Bryan
Chamberlain, Lottie M....Flowella
Clarke, Chas.....Kyle
Clem, Mattie Lou.....Manor
Cogburn, Myrtle.....Rucker
Connally, Joyce.....San Marcos
Coovert, Gladys.....Woodward
Cotton, Esther.....Palacios
Cox, Allie Mae.....Crystal City
Craven, Mrs. Lennis C....Rockdale
Crook, Ida.....Martindale
Crutchfield, Cicero.....Lufkin

Dale, Jack C.....Blanco
Danforth, David.....San Marcos
Dietert, Jennie.....Kerrville
Dipple, Cordelia.....Cat Spring
Dixon, Madge.....Kilgore

Dixon, Mary Moores....Texarkana
Dodgen, Lela.....Round Mountain
Draper, Grace.....Lohn
Drumm, Minnie Lou....San Marcos
DuBose, Ethel.....Sandia

Eck, Gilbert.....LaGrange
Eiland, Leona.....Rockdale
Exelby, Blanche.....Runge

Ferrell, Ophelia.....Granbury
Fleming, Etta.....San Marcos
Floyd, Vera.....Tenaha
Fluitt, Lois.....Burnet
Florister, Bryan....Lytton Springs
Foster, Lora E.....Pearsall
Fowler, Will A.....Spicewood
Frampton, F. R.....Waelder

German, Inez.....Gause
Gidley, Velma.....Gause
Gilchrist, Ela.....Dilley
Griffin, Jessie.....San Marcos
Griffith, Henry.....Corpus Christi

Hall, Lily.....San Antonio
Haralson, Herman.....Wellington
Harper, Allen.....Wellington
Haupt, Libbie.....Buda
Heatherly, Kate.....Richland
Heiner, Katherine.....Stonewell
Helmers, Stella.....Shiner
Henderson, W. H.....Satin
Hendrix, Nonnie.....Tenaha
Hensley, B. C.....Dewville
Herring, Florence.....Burlington
Hill, W. Innis.....Bellville
Hitt, Aubyn.....Buckholts
Hoch, Anna.....San Marcos
Holland, William.....San Marcos
Holley, Mary.....Oakwood
Hornsby, Myrtle.....San Marcos
Hughes, Tillie.....Benton
Hunton, Ina.....Miles

Ingle, Dallas.....Bishop
 Jennings, Bessie.....Leander
 Jolley, Mrs. Ada.....San Marcos

Kaderli, Mrs. Alta.....Leesville
 Kaspar, Benj.....Shiner
 Kasperek, Vinska.....Needville
 Kelley, Ida Rose.....Yoakum
 Kennington, Gladys.....Hobson
 Killough, Edith.....Center Point
 Koeneman, Doris.....Mexico City, Mex.
 Kolodzie, J. H.....Karnes City
 Kone, Laura.....San Marcos
 Krause, Marguerite.....Brazoria

Lackery, Mary.....Dale
 Lamb, Mabel.....Asherton
 Lanier, Gus M.....Marquez
 Lavandusky, J. A.....East Bernard
 Lawrence, Dorcas.....San Marcos
 Ledbetter, Maude.....Henderson
 Leggette, Bernice.....Weir
 Logan, A. M.....Tanglewood
 Loudder, Hester.....Miles
 McAnelly, Jewell.....Jonesboro
 McCalister, Bertha.....Manor
 McCarter, Dewitt.....Mathis
 McCullough, Oma.....Blanco
 McCurry, Alfreda.....San Antonio
 McGaughey, Non Douglas.....

.....San Marcos
 McLure, Eunice.....Gause
 Maddox, Mrs. Leola.....Blossom
 Mansfield, Emma.....Bandera
 Mason, Neely.....Leander
 Mikeska, Ella.....Mikeska
 Miller, Amelia.....San Antonio
 Miller, LaNoe.....Hallettsville
 Miller, Zara.....Yorktown
 Moore, Clara Jim.....Oakwood
 Morris, Mabel.....San Marcos
 Musgrave, Bonnie.....San Marcos

Newsom, Alice.....Lyons
 Newsom, Stella.....Lyons
 Nixon, Nona.....Valley Springs

Parker, Edith.....Tenaha
 Pavlicek, Bedrich.....Bomarton
 Pemberton, Catherine.....San Marcos
 Perkins, Blanche.....Whitehouse
 Perkins, Ruth.....San Marcos
 Perry, Dora Elizabeth.....Lockhart
 Perry, Ora.....Dale
 Perry, Robert.....Lytton Springs

Petty, Earline.....Gouldbusk
 Price, Ozelle.....Port Arthur
 Purcell, Elizabeth.....San Marcos

Reagan, Eccie.....Charco
 Reardon, Mrs. T. C.....San Marcos
 Reed, James.....Oakwood
 Reeves, Ruth.....Wrightsboro
 Reilly, Annie.....D'Hanis
 Rheinhardt, Alice.....Martindale
 Rhodes, Jessie.....Gause
 Russell, John.....Bertram

Savage, Etha.....Florence
 Seale, Albert Q.....Marquez
 Shelley, Lucile.....Round Mountain
 Simmons, Irene.....Liberty Hill
 Skipper, Leila.....Kilgore
 Smith, Newton.....Lytton Springs
 St. Clair, Clarence.....Morris Ranch
 Stevens, Talbot.....San Marcos
 Stephens, Willie E.....Waelder
 Stevenson, Helen.....Lorraine
 Stone, Chleo.....Mathis
 Strauss, Viva E.....Ganado
 Summers, Wylie.....San Marcos
 Swift, William E.....San Marcos

Tate, Clyde.....San Marcos
 Taylor, Zada.....Palestine
 Teal, Pearl.....Voss
 Teiwes, Lena.....Nordheim
 Terrell, Burena.....Alto
 Thalmann, Elen.....Bandera
 Thompson, Ava.....Lexington
 Tidmore, Edith.....San Marcos
 Tisdale, Jessie.....San Marcos
 Tisdale, Johnnie.....San Marcos
 Tompkins, Elizabeth.....Kyle

Vickers, Clinton.....Oakwood

Weathersby, Lena.....Fort Davis
 Weinert, Lottie Mae.....Seguin
 Westbrook, Arldia.....Hext
 Wharton, Octavia.....Joaquin
 Wiley, Roxie.....Oakwood
 Williams, Dixie.....Granger
 Williams, Lucile.....Weimar
 Williamson, Gerald.....Hunter
 Wilson, Delma.....Winnett, Mont.
 Wink, Henrietta.....San Angelo
 Womack, Adele.....San Marcos
 Wood, Fred.....Kingsland

Young, Lula Belle.....Estelline

Freshmen

Adams, Mable.....Rockland
 Albers, Ollie Mae.....Ledbetter
 Arnold, Ross.....San Marcos
 Bailey, Effie.....Roganville

Bales, Douglas L.....San Marcos
 Ballou, Noble.....Sterling City
 Bass, William T.....Schulenburg
 Bentley, Willie.....San Marcos
 Boenicke, Lydia.....Bangs

| | | | |
|--------------------------|----------------|--------------------------|------------------|
| Bose, Emmie..... | Bulverde | King, Melva..... | Luling |
| Branum, Oreon..... | San Marcos | Klagmann, Alvina..... | Deanville |
| Brosch, Alfred..... | Shiner | Klimitchek, Frances... | Hallettsville |
| | | Kolaja, Agnes..... | Needville |
| Carroll, Mrs. Georgia.. | San Marcos | Lane, Wilma..... | San Saba |
| Carroll, Lucile..... | San Marcos | Lawrence, Chandos D... | Wimberly |
| Carter, R. A..... | Lytton Springs | McBryde, Dessie..... | Harwood |
| Carter, Thomas..... | Hondo | McCaskill, Florence.... | Hochheim |
| Cavness, Raymond.... | San Marcos | McCleskey, David..... | San Marcos |
| Chapman, Almanor A... | Garwood | Marshall, Minnie..... | Harwood |
| Cliett, Taylor..... | San Marcos | Martin, Ferne..... | Heidenheimer |
| Cloud, Emma..... | Jonesboro | Martin, James..... | Hillsboro |
| Comads, Erna..... | Lockhart | Martin, Pearle..... | Heidenheimer |
| Connally, Edmond R... | San Marcos | Milligan, Claudie..... | San Marcos |
| Cook, Keene L..... | Dallas | Moon, Opal..... | Tola |
| Corbett, W. C., Jr..... | Bonney | | |
| Cox, Ettie..... | Belton | Seal, Charry..... | Rosebud |
| Cox, Ural..... | Belton | Neal, Ellen..... | Rosebud |
| Creighton, Mary Ba.... | Abilene | Nesbitt, Clive..... | San Marcos |
| Crenshaw, Aubrey..... | Creedmore | Newton, Tom..... | San Marcos |
| Crook, Edgar..... | Martindale | | |
| | | Pochman, Henry, Jr.... | Round Top |
| Daniels, Edna Mae..... | San Marcos | Posey, Ermon..... | Hunter |
| Dodd, Hazel..... | Nash | Power, Ora..... | Hochheim |
| | | | |
| Eargle, Willie..... | Lamkin | Quick, Agnes..... | Round Rock |
| Ebeling, Elsie.... | Round Mountain | Quick, Vonna.... | Dripping Springs |
| Evans, Gladys..... | San Marcos | Rodenberg, Odessa..... | Lockhart |
| | | Rummell, Helen..... | Ledbetter |
| Ford, Susie..... | San Marcos | | |
| Foster, Dee..... | San Marcos | Schaefer, Edgar..... | Schulenburg |
| Fuller, Joe..... | Wellington | Schwarz, Ben..... | Mercedes |
| | | Scratchley, Eva..... | Laredo |
| Garrett, Tempey..... | Wharton | Self, Alpha..... | _____ |
| Gary, Bessie..... | San Marcos | Sewell, Opal..... | Hebbronville |
| Gary, Otis..... | San Marcos | Shelton, Chellie..... | East Bernard |
| Goleman, Emma..... | San Marcos | Smith, Erma Ola..... | San Marcos |
| Griffitts, Trula..... | Garwood | Spence, Frankie..... | Smithville |
| Griner, Ola..... | Roganville | Spence, Julia..... | Smithville |
| | | Stanley, Lucile..... | San Marcos |
| Hampton, Chloe..... | Pearl | Storey, Jack..... | San Marcos |
| Hanson, Ella..... | Laredo | Strong, Deavenport.... | Wellington |
| Harrison, Harlan..... | Crawford | Stuermer, Lillian..... | Ledbetter |
| Holloway, Hattie..... | Poteet | | |
| Holton, Gussie..... | Jonesboro | Taylor, Annie..... | Joaquin |
| Homola, Chas..... | Bryan | Teiwes, Ella..... | Nordheim |
| Hopkins, Clinton..... | San Marcos | Timm, Inez..... | Hallettsville |
| Hooper, Minnie Mae.... | Wharton | Tipton, George..... | Beaumont |
| Horton, Mable..... | Blanket | Turney, Lola Pearl..... | Gallatin |
| | | Tuttle, Clair O..... | Martindale |
| Inglet, Virgil..... | Buda | | |
| Irish, G. H., Jr..... | Dallas | Ulbricht, Herbert H..... | Kyle |
| | | Vaughan, Nora..... | Kingsbury |
| Janicek, Albina..... | Cameron | Watkins, Lillian..... | Lockhart |
| Jennings, Maurice.... | Martindale | White, Ada..... | Edna |
| Johnson, Lawrence F... | Martindale | Widemar, Lucy Mae.... | Chandler |
| Johnson, Matthew Hale... | Saratoga | Williams, Pollye..... | DeLeon |
| Johnson, Reuben..... | San Marcos | | |
| Jowell, Chas..... | Hillsboro | | |
| | | | |
| Kelley, Lottie..... | Cistern | | |

SUMMARY.

ENROLLMENT 1918-1919.

| | | | |
|----------------------|-----|---------------------|-----|
| College Seniors..... | 3 | Sophomores. | 180 |
| College Juniors..... | 9 | Freshmen. | 112 |
| Seniors. | 78 | | |
| Juniors. | 247 | Total. | 629 |

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The Southwest Texas State Normal College

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CATALOG FOR 1920-21



EIGHTEENTH ANNUAL SESSION

SAN MARCOS, TEXAS

**The Southwest
Texas State Normal College
San Marcos, Texas**

CATALOG 1920-21

The Normal School Bulletin

Volume IX., No. 5

July, 1920

Published Quarterly by the
SOUTHWEST TEXAS STATE NORMAL SCHOOL

Acceptance for mailing at special rate of postage provided for in Section
1103, Acts of October 3, 1917, authorized August 2, 1918

CALENDAR FOR 1920

January

| S | M | T | W | T | F | S |
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February

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March

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April

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June

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July

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August

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September

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October

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November

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CALENDAR FOR 1921

January

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February

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March

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April

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May

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June

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July

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August

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September

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October

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November

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December

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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

NORMAL COLLEGE CALENDAR

1920-1921

1920

September 28.....Tuesday.....Registration
September 29.....Wednesday.....Fall quarter classes begin
October 4.....Monday.....Entrance examinations
November 25.....Thursday.....Thanksgiving Day
December 23.....Thursday.....Fall quarter closes

1921

January 3.....Monday.....Winter quarter begins
March 19.....Saturday.....Winter quarter closes
March 21.....Monday.....Spring quarter begins
June 5.....Sunday.....Commencement sermon
June 6.....Monday.....Alumni meeting
June 7.....Tuesday.....Graduating exercises
June 13.....Monday.....Summer quarter begins
August 14.....Sunday.....Commencement sermon
August 19.....Friday.....Graduating exercises

BOARD OF NORMAL REGENTS

| | |
|-----------------------------------|-----------|
| HON. A. C. GOETH, President..... | Austin |
| HON. A. B. MARTIN..... | Plainview |
| HON. A. B. WATKINS..... | Athens |
| HON. R. J. ECKHARDT..... | Taylor |
| HON. JNO. MARSHALL..... | Sherman |
| HON. M. O. FLOWERS..... | Lockhart |
| HON. H. A. TURNER, Secretary..... | Austin |

ADMINISTRATIVE OFFICERS

| | |
|----------------------------|--------------------------------|
| C. E. EVANS..... | President |
| A. W. BIRDWELL..... | Faculty Dean |
| W. I. WOODSON..... | Dean of Students |
| MRS. LILLIE T. SHAVER..... | Dean of Women |
| L. F. GARRETT..... | Superintendent Training School |
| C. E. FERGUSON..... | Registrar |
| C. E. CHAMBERLAIN..... | Secretary |
| | Librarian |
| MRS. LUCY BURLESON..... | Assistant Librarian |
| MISS ETHEL DAVIS..... | Assistant Librarian |

FACULTY

C. E. EVANS.....PRESIDENT
 B. A. Oxford College (Ala.), 1888;
 M. A. University of Texas, 1906.

*H. A. NELSON.....AGRICULTURE
 Graduate Southwest Texas State Normal School, 1909;
 Student Iowa State College, 1915-16.

F. H. ROBERTSON.....AGRICULTURE
 B. S. in Ag. University of Tennessee, 1920.

MISS LILLIAN HOLMS JOHNSON.....ART
 A. B., B. S., in Ed. University of Missouri, 1909; Student Chicago
 School of Applied Arts Summer 1910, 1911; Chicago
 Academy of Fine Arts, Summer 1913.

C. S. SMITH.....BIOLOGY
 B. A. Baylor University, 1912; Graduate Student University of
 Chicago; University of Paris, France, 1919.

C. E. CHAMBERLAIN.....BUSINESS ADMINISTRATION
 M. Accts. Ellsworth College, 1910.

.....CHEMISTRY

W. I. WOODSON.....EDUCATION
 B. S. D. Kirksville (Mo.) State Normal College, 1917; B. S. George
 Peabody College for Teachers, Summer 1919.

BERTRAM HARRY.....EDUCATION
 Graduate Warrensburg (Mo.) Normal College, 1906; B. S. in Educa-
 tion University of Missouri, 1917; A. M. University
 of Missouri, 1918.

MISS ELIZABETH FALLS.....EDUCATION
 B. S. Columbia University, 1907; Graduate Student University of
 Chicago, Summer, 1915.

H. H. GOODMAN.....EDUCATION
 B. A. University of Texas, 1918; Graduate Student University of
 Texas, 1919.

*On leave of absence, 1920-21.

- GATES THOMAS.....ENGLISH
 B. S. Austin College, 1897; B. Lit. University of Texas, 1900;
 Special Student University of Chicago, 1902; University
 of Texas, 1903.
-
- R. C. HARRISON.....ENGLISH
 B. A. University of Texas, 1912; M. A. University of Texas, 1917.
-
- R. A. MILLS.....ENGLISH
 B. A. University of Texas, 1914.
-
- MISS PEARL MAHAN.....ENGLISH
 B. A. University of Texas, 1914.
-
- MISS CHLOE E. TILDEN.....FRENCH
 Graduate Whitewater (Wis.) Normal School; B. A. University of
 Wisconsin, 1915; M. A. University of Wisconsin, 1919.
-
- A. H. NOLLE.....GERMAN
 A. B., B. S. in Ed. University of Missouri, 1911; M. A. University
 of the South, 1912; Ph. D. University of Pennsylvania, 1915.
-
- A. W. BIRDWELL.....HISTORY
 M. A. George Peabody College for Teachers, 1916.
-
- M. L. ARNOLD.....HISTORY
 Graduate North Texas State Normal College; B. A. University of
 Texas, 1915; M. A. University of Texas, 1920.
-
- MISS RETTA MURPHY.....HISTORY
 Graduate Texas Presbyterian College, 1904; B. A. University of
 Texas, 1915; M. A. University of Texas, 1916.
-
- MISS MAUD E. THOMPSON.....HOME ECONOMICS
 Graduate Iowa State Teachers College, 1914; Ph. B. University
 of Chicago, 1919.
-
- MISS LELOISE DAVIS.....HOME ECONOMICS
 Graduate Southwest Texas State Normal School, 1914; Ph. B.
 University of Chicago, 1918.
-
- MISS LUCY RATHBONE.....HOME ECONOMICS
 B. S. in Home Economics, University of Texas, 1919.
-
- MISS HAZEL GRIFFIN.....HOME ECONOMICS
 B. S. Coe College, 1918; Student Iowa State Teachers
 College, Summer 1919.

MISS HELEN M. CHRISTIANSON.....KINDERGARTEN
Graduate Iowa State Teachers College; B. S. University of
Chicago, 1919.

E. O. TANNER.....LATIN
B. A. University of Texas, 1912;
M. A. University of Texas, 1913.

C. V. DENMAN.....MANUAL TRAINING
Graduate Illinois State Normal University, 1913; Student Columbia
University, Summers 1913 and 1914; University of
Chicago, Summer 1916.

.....MANUAL TRAINING

J. S. BROWN.....MATHEMATICS
B. S. University of Texas, 1903; M. A. University of Texas, 1906.

MISS JESSIE A. SAYERS.....MATHEMATICS
B. S. Columbia University, 1914; Student University of Texas,
1900; Graduate Student Columbia University, 1915.

S. M. SEWELL.....MATHEMATICS
B. A. University of Texas, 1905; M. A. University of Texas, 1906;
M. S. University of Chicago, 1913.

C. E. FERGUSON.....MATHEMATICS
B. A. Southern Methodist University, 1908; Graduate Student
University of Chicago, 1910.

MISS MARY STUART BUTLER.....MUSIC
B. A. Western College for Women (Ohio), 1918.

MISS BURNYCE LECLAIR STEVENS.....MUSIC
B. M. Southwestern Conservatory of Music; Student in Piano
with Mr. Albert von Doenhoff, New York; in Harmony
and Counterpoint with Mr. A. W. Lilienthal,
New York.

MISS LULA HINES.....PHYSICAL EDUCATION FOR WOMEN
Graduate Sam Houston Normal Institute, 1883; Special Student
University of Chicago, Summers 1901, 1903, 1905;
Chautauqua, N. Y., Summer 1907; Columbia
University, Summer 1910.

O. W. STRAHAN.....PHYSICAL EDUCATION FOR MEN
B. S. Drake University, 1914; Student University of
Chicago, Summer 1914.

W. C. VERNON.....PHYSICS
B. S. University of Texas, 1905; M. S. University of Chicago, 19

G. H. SHOLTS.....READING AND PUBLIC SPEAKING
Graduate Milwaukee State Normal School, 1913; B. A. University of
Wisconsin, 1916.

A. C. BURKHOLDER.....SOCIOLOGY
B. A. Washington and Lee University, 1913; M. A. George Peabody
College for Teachers, 1915.

*G. B. MARSH.....SPANISH
B. A. Southwestern University, 1913; Graduate Student Uni-
versity of California, 1916.

MISS MABEL TOLES.....SPANISH
B. A. University of Chicago, 1918; M. A. University of Chicago, 1920.

TRAINING SCHOOL

LYNTON F. GARRETT.....SUPERINTENDENT
Graduate Southwest Texas State Normal School, 1912; B. S.
George Peabody College for Teachers, 1918.

.....SUPERVISOR HIGH SCHOOL MATHEMATICS

MISS MATTIE ALLISON.....SUPERVISOR HIGH SCHOOL ENGLISH
Louisiana State Normal; George Peabody College for Teachers, 1916-17.

MRS. WILLIE WARD WATKINS.....
.....SUPERVISOR HIGH SCHOOL SPANISH AND SCIENCE
Graduate Southwest Texas State Normal College, 1917; B. A.
Southwest Texas State Normal College, 1920.

MISS RUBY HENDERSON.....SUPERVISOR FIFTH AND SIXTH GRADES
Graduate Southwest Texas State Normal College, 1918.

MISS EDNA CAMM CAMPBELL..SUPERVISOR THIRD AND FOURTH GRADES
B. S. George Peabody College for Teachers, 1918.

MISS FLOY LEWIS.....SUPERVISOR FIRST AND SECOND GRADES
Graduate Southwest Texas State Normal School, 1911; B. A.
University of Texas, 1920.

*On leave of absence, 1920-21.

MISS EVELYN DAVIDSON.....PRINCIPAL RURAL TRAINING SCHOOL
Graduate Southwest Texas State Normal School, 1917; Student Uni-
versity of Texas, Summer 1917; Student George Peabody
College for Teachers, Summer 1918.

MISS BESSIE BARNES.....
.....SUPERVISOR ELEMENTARY GRADES RURAL TRAINING SCHOOL
Graduate Southwest Texas State Normal School, 1913; Student
Chautauqua, N. Y., 1916; Student Colorado Teachers'
College, Summer 1919.

MISS EDITH POLSGROVE.....SUPERVISOR
RURAL TRAINING SCHOOL FOR SPANISH SPEAKING CHILDREN
Student Southwest Texas State Normal College, 1919-20.

SOUTHWEST TEXAS STATE NORMAL COLLEGE

CHIEF PURPOSE

It is the primary function of a Normal school to train teachers for service in the public schools of a State. It was to this end that the Legislature of the State of Texas established the Southwest Texas State Normal College. The entire machinery of the institution is organized for the accomplishment of this purpose. The courses of instruction offered contemplate the making of teachers well-balanced in academic and professional attainments, and having a degree of efficiency secured by actual practice in teaching in the Normal Training School under skillful direction. The College offers its highest and best service to the young men and young women of Texas who desire to prepare themselves for educational leadership and for training the minds and characters of the children of this generation.

HISTORY OF THE COLLEGE

The Twenty-sixth Legislature in 1899 enacted a law providing for the establishment of "The Southwest Texas State Normal School." The management and control was vested in the State Board of Education. The Twenty-seventh Legislature in 1901 authorized the State Board of Education to appoint a local board of three trustees to act under its direction in the management of the school. In 1911 the Thirty-second Legislature created the Board of Normal Regents, consisting of the State Superintendent of Public Instruction and four other regents appointed by the Governor, with the approval of the Senate, and vested in this board complete control over the normal schools of Texas. The Thirty-third Legislature in 1913 put into effect the constitutional amendment lengthening the terms of boards of directors of State institutions to six years, increasing the number of regents of State Normals from five to six, dividing them into three classes, and providing that two members should be appointed each biennial period. In the same year the normals were made junior colleges by the addition of two years' work of college rank. In 1917 the Board of Regents raised the standard of the State Normals by authorizing the addition of two extra years of work of college rank, thereby making them standard senior colleges. In pursuance of this policy the Southwest Texas State Normal College gave the third year of college work in the session of 1917-18 and the fourth year in 1918-19, leading to the Bachelor's Degree in Education.

LOCATION

The Southwest Texas State Normal College is located in San Marcos, a city of approximately six thousand inhabitants. It is situated on the Missouri, Kansas and Texas, and the International and Great Northern railways, fifty miles north of San Antonio, and thirty miles south of Austin. The school is situated on Normal Hill, an eminence beautiful in scenery, and commanding in its view of the surrounding country. San Marcos has an enviable reputation for healthfulness. It has been singularly free from epidemics of disease. As an educational center it has an excellent system of public schools, two well-organized denominational schools—San Marcos Academy and Coronal Military Academy—in addition to the Lone Star Business College and the State Normal College. The moral and religious atmosphere of the city is as wholesome as that of any other city in Texas.

PHYSICAL EQUIPMENT

The physical equipment of the College consists of a campus of twenty-four acres, six commodious brick or reinforced concrete buildings and three frame cottages, structures, all heated by steam and lighted by electricity. The school plant is amply furnished with school gardens, athletic field, courts for tennis, basketball, and volley ball, and a swimming resort.

Main Building. Erected of brick in 1903, containing the administration offices, a large auditorium, seven recitation rooms, the textbook-library, the Normal Exchange, and the Y. W. C. A. rest room.

Science Building. Erected of brick in 1908, and enlarged by the addition of a new wing in the summer of 1915. It contains the chemical, physical, biological, and agricultural laboratories, as well as classrooms and offices for teachers.

Library Building. Erected of brick in 1910, containing the reference library and general reading rooms, and large rooms on the ground floor used for the departments of Business Administration, and Public Speaking and Dramatics.

Manual Arts Building. Erected of reinforced concrete in 1912, containing ten rooms especially equipped for classrooms and laboratories for the classes in manual training and home economics. This equipment includes wood-work shop, kitchen and dining room, sewing room, and offices for teachers.

Education Building. Erected in 1918 of reinforced concrete at a cost of \$85,000 including furniture and fixtures. This building is modern in all respects and contains an auditorium, a gymnasium,

eleven rooms for the use of the nine grades of the Normal Training School, seven rooms for classrooms of the teachers of educational subjects, a psychological laboratory, and offices for teachers.

Power House. Erected of brick in 1915, containing the boiler and engine rooms, a large battery room, and rooms equipped for the forging and metal-working shops of the Manual Training department, handball court, and shower baths.

The Cafeteria. A frame structure on the campus, amply supplied with attractive furniture and equipment for dining. It is under the general supervision of the Department of Domestic Science and in the immediate charge of a person experienced in cafeteria management. Wholesome, scientifically prepared meals will be served at actual cost, making it possible for students materially to reduce living expenses. The cafeteria is within easy access of the principal rooming houses about the college grounds.

Since the establishment of the cafeteria, it has grown in popularity to such an extent as to make necessary the enlargement of the dining room and kitchen space with a corresponding increase in other equipment. The proposed enlargement will furnish facilities to provide amply for the session of 1920-21.

Practice Cottage. The work in Vocational Home Economics has made it necessary to equip a practice cottage in which the students may apply the principles of housekeeping. It is confidently expected that this cottage will be ready for use at the beginning of the next session. It will be supplied with all equipment necessary for an ideal home, and the girls will be trained in the management of such equipment, in the principles and practices of home decoration, in home sanitation, and such other activities of home life as will make a better teacher of scientific and practical home-making and home-keeping.

Hospital. A frame cottage on the campus is being remodeled for hospital purposes. It is ideally located and will be ready for occupancy at the beginning of the session of 1920-21. It will contain a sun parlor and recreation room, and will be supplied with regulation hospital beds, chairs, and other necessary equipment. There will be rooms to accommodate about twelve patients at a time. All sick students will be moved to the hospital where they will receive the attention of a trained nurse. A general hospital fee of two dollars per session will be charged each student who matriculates. This will entitle him to the services of the hospital and nurse, but not to the services of a physician.

Athletic Grounds. Evans Field, consisting of five acres, for football, baseball, and track work, and containing a covered grandstand

and bleachers sufficient to accommodate all crowds. There are also ample dressing rooms, shower baths, and lockers. On the campus are tennis, basketball, and volley ball courts sufficient to accommodate all students who desire to engage in these sports either for pleasure or for credit in physical education.

Riverside. This resort is the most popular feature of the Normal College plant. It consists of a plat of ground containing about two acres, located on the San Marcos River, a clear, cool, beautiful stream, with water shallow enough in places for children and others learning to swim and deep enough in other places for the experienced swimmer and the high diver. The pool is large enough to accommodate about two hundred swimmers at one time. It is provided with spring-boards, floats, platforms, trolleys, chutes, safety ropes, and such other apparatus as is found in all well-ordered resorts of similar type. The bathhouse is new and commodious and well supplied with dressing rooms and lockers. The resort is lighted by electricity from the college power plant and forms an admirable place for picnics and other evening parties.

School Gardens. These are ample for the classes in agriculture, and are easily accessible to the agricultural classrooms and laboratories in the Science Building. These contain plats for demonstration in school gardening and are watered by a system of overhead irrigation.

Two-teacher Rural School. Located in the country, but easily accessible. This is a model school designed to afford the prospective rural school teacher opportunity for observation work and practice teaching under conditions approximating those he will find in actual teaching experience. The school building itself is a modern three-room building embodying the most approved modern methods of heating, lighting, and ventilating.

One-teacher Rural School. This school affords opportunity for observation work and practice teaching to the student who expects to teach in a community where there is a large Spanish-speaking population. The school lays special emphasis on training in American citizenship.

GOVERNMENT

Discipline. The Southwest Texas State Normal College believes that the high calling of teaching requires men and women of uprightness of conduct and integrity of life, and invites to its classrooms persons of good habits, strong character, and noble purpose only. Students of this type voluntarily conform to the regulations of the school, refrain from improprieties of conduct without com-

plaining, and counsel cheerfully and freely with the President and members of the faculty. Under these conditions the discipline in the college becomes a dignified appeal to worthy young men and women to maintain at all times the strictest fidelity to sound ideals of character, including diligence and conscientiousness in the discharge of school duties. In case there should be students of objectionable habits and incorrigible dispositions who enroll, they will be advised to withdraw. The Normal College is not willing to grant teachers' certificates to persons whose ideals and practices are known to be unsound. Upon enrolling in the school each student is required to sign the following pledge:

"I hereby subscribe myself a student of the Southwest Texas State Normal College, and, as such, I pledge myself to cheerfully comply, both in letter and spirit, with the regulations of the school, and to help sustain them; to be prompt, decorous, and moral; not to attend any social function nor engage in any other amusement nor engage in any conduct that, in the judgment of the President or the faculty, interferes with my work as a student or is injurious to the reputation of the school; nor to leave school without permission of the proper Dean or the President; nor to leave town without permission.

"I agree to resign my position as a student whenever requested to do so by the President of the faculty."

Delinquents. The student whose class work is unsatisfactory is given personal notice of the fact. Also, official notice of the character of his work is sent to the parent or guardian. If the work is extremely unsatisfactory, the student is put on probation and may at any time be dismissed from the college. While on probation he forfeits the privilege of engaging in any public game or contest.

Absence from class ten per cent or more of the number of recitations per quarter shall render a student liable to a reduction in term credit, to forfeiture of all credit, or to supplementary examinations before being entitled to credit. Absence immediately before the close of a quarter suspends credit for all courses, pending additional examination. Absence at the beginning of the second or third quarter works forfeiture of the privilege of attending classes until formal approval is given by the Dean or the President. Excuses for absences will not be considered unless presented promptly after the period of absence.

General Regulations. The regulations of the institution are for the protection of the students and do not abridge the freedom of those who conduct themselves as ladies and gentlemen, and who have due regard for law and order. They are as follows:

1. Students should obtain the approval of the Dean or the President before leaving San Marcos at any time. Permission will not be granted students to leave school before the Christmas holidays begin nor to re-enter tardily when the session is resumed. In case of withdrawal from school before the close of the term, students must file with the Dean or the President a statement of the cause for such withdrawal.

2. School will be in session from Tuesday to Saturday inclusive. All periods of the school day not used in recitation, and the hours of evening from 7 to 10 o'clock from Monday to Friday inclusive, are to be spent in the prosecution of school work. Students who are unwilling to meet this standard of application are not satisfactory members of the school and their membership may be discontinued at any time.

3. In the boarding houses, students are expected to be quiet, respectful, and polite, and, during study hours, not to engage in conduct that will interfere with the study of others, or with the comfort and rest of members of the family. Young men and young women are not permitted to board at the same house.

4. Students who are unwilling to be prudent and discreet in demeanor, to observe the ordinary rules of propriety of good homes, and, in general, to conduct themselves as ladies and gentlemen, should not enter a Normal School. The daily conduct of persons who expect to be teachers of boys and girls should be above criticism and reproach.

5. The use of tobacco in any form is prohibited in the buildings and on the grounds.

6. Every student is expected to take not more than five subjects, and not fewer than three, not counting physical education. Special approval of the President is required in all variations from this regulation. Any student dropping a subject without proper approval forfeits the privilege of attending any class until reinstated by the President.

7. A student who fails to make a passing grade in three or more subjects during any school term is subject to reclassification or may be advised to sever his connection with the school as the merit of each case warrants. A student who fails to do the work in any class to which he has been assigned may be transferred to a lower class.

8. The school fixes a standard of attendance. Sickness is a justification for absence, but not a release from work missed; avoidable absence is a violation of the letter and spirit of the requirements of the school.

9. Students should not request time from school for visiting friends and relatives. Such visits should be limited to week-ends, and then should occur only in rare instances.

10. All public exercises, contests, and athletic games are under the general direction of the faculty. No student is eligible to enter any public game or contest unless his conduct and class standing are satisfactory.

STUDENT ACTIVITIES

Literary Societies and Clubs. In order that the students may have an opportunity for development and training in the arts of expression, public speaking, and parliamentary usage, and at the same time improve themselves in some special line of civic, social, or cultural endeavor, seven literary societies are maintained: for the young men, the *Chautauqua* and the *Harris-Blair*; for the young women, the *Shakespeare*, the *Pierian*, the *Idyllic*, the *Comenian*, and the *Everyday*.

Besides the societies specifically literary there also exist the following organizations having more specialized objects: *La Salamanca* for the students of Spanish. *Le Cercle Fracais* for students of French; *Germanistische Gesellschaft*, for the students of German; and the *Komensky*, for the Bohemian students. All of these have as part of their object, at least, the cultivation of a more intimate acquaintance with the literature, the music and the language of these nations. There is also the *Country Life Club* for those students that are interested in the problems of rural life.

The *Rabbit's Foot Dramatic Club*, for persons interested in literary interpretation and training in dramatics; the *Administration Club* for the prespective superintendents and high school principals; the *Band* and the *Orchestra* offering training in instrumental music and affording music for the various student activities.

Athletics. This branch of student activities is deservedly well stressed. The participation in athletic contests and the work on athletic teams bear the same relation to physical education that classroom work does to academic courses. Clean sportsmanship and co-operative team work are the immediate aims.

Among the principal forms of athletics for men are football, basketball, track, tennis, volley ball, baseball, and swimming. For the women basketball, volley ball, tennis, and swimming are offered.

Intercollegiate contests are scheduled with several of the most prominent schools and colleges, the schedules for which will appear in the daily papers.

Satisfactory class work is required of all students before taking

part in intercollegiate contests. No student is allowed to be a member of regular athletic teams for a greater number of years than are before him when he enrolls in the Normal College.

Religious Organizations. The Young Men's Christian Association, and the Young Women's Christian Association have regular organizations and meet weekly for devotional and social purposes. They foster Bible and Missionary Study classes, encourage by practical means attendance at the preferred church and Sunday school, emphasize habits of Christian living, and do whatever else seems best to meet the social and spiritual needs of the students. They have been quite successful in finding places in the school and the town where students might secure work to help pay expenses. Both associations send representatives to their respective State Conventions. The Newman Club also maintains an efficient organization for social and religious work.

Entertainments. Each year there is offered for the entertainment and improvement of the students, and supported by them, a strong Lyceum Course consisting of about six numbers. Some of the features offered during the past three sessions were: the Madam Scotney Company, Mrs. Bertha Kunz Baker, Maude Powell, Castalucci's Italian Orchestra, and other numbers of similar quality.

The various clubs and literary societies give social functions during the session, and feature annually a colonial pageant on Washington's birthday.

A feature of student activity for the session of 1919-20 was the presentation of a historic and patriotic pageant, "Luring a Nation—From Roaming Herd to Flying Bird," during commencement week, under the general direction of the Department of Dramatics. With the most intense effect the history of our nation from the landing of Columbus to the consummation of the great world war was presented by episode, dance and tableau. It was produced by a cast of three hundred fifty students, at a cost of approximately one thousand dollars, before an audience of one thousand five hundred people.

The College stresses the importance of such activities, regarding them as necessary adjuncts to effective Americanization through education.

Publications. The Senior Class publishes annually the *Pedagog* which represents the activities and spirit of the student body for the current year. *The Normal Star* is a student weekly that gives the important school news and furnishes a medium for the creative literary efforts of the students.

ALUMNI ASSOCIATION

This Association has a permanent organization, and holds its meetings annually during commencement. It seeks to promote fellowship among graduates and former students; to advance their professional interest; and to keep them in sympathetic touch with the interests, needs, and activities of the school. The Association endeavors to keep an accurate catalog of the names, addresses, and professional status of its members, to the end that their success and usefulness, as well as the ideals and services of their *Alma Mater*, may be duly appreciated.

The Annual Meeting of the Alumni Association on May 29, 1920, was one of unusual interest,—a land mark, in fact, in the history of the organization. It was home-coming year and a large number of the alumni revisited their *Alma Mater*. The regular meeting of the Association was characterized by great enthusiasm for the success of the College. Addresses were made by prominent alumni after which the following officers were elected for the coming year: Mr. Ralph Gardner, San Marcos, President; Mrs. Lalla Rookh Little Deats, San Antonio, Vice President; Miss Willie Word, San Antonio, Secretary; Mrs. Louetta McLendon Collier, San Marcos, Treasurer.

The visiting alumni enjoyed the pageant, the baccalaureate sermon, the meeting of the Alumni Association, a swimming party, the alumni banquet, an auto ride about the city, and the regular graduating exercises. All reported an enjoyable occasion, while the College did all it could to make the home-coming a success.

STUDENT HELP

Each year a limited number of students get some assistance in making their way in school. This help comes from one of three sources:

The Freshney-Shaver Memorial Fund, begun several years ago by faculty members in honor of Alfred Freshney, B. S., Professor of Chemistry and Physics in the Normal, who died in November, 1906, and added to in honor of Professor Cary C. Shaver, B. Lit., Assistant Professor of Mathematics, 1912 to 1914, who died in February, 1915, now amounts to several hundred dollars. This fund is loaned at a low rate of interest to students who, but for such aid, could not remain in school.

The John E. Pritchett Memorial Fund, in process of formation. The plan contemplates raising the sum of \$50,000 by subscriptions from students, faculty, and friends of John E. Pritchett, recently

deceased Professor of Latin in the Normal College. As in the case of the Freshney-Shaver Memorial Fund, this will be used to assist worthy students who could not otherwise attend school, thereby perpetuating the most characteristic spirit of Mr. Pritchett, one of the best qualified and most loved members of the faculty.

The Alumni Association, which has from time to time contributed to the Freshney Memorial Fund by annual fees collected from members of the Association, as when the classes of 1917 and 1918 bought Liberty Bonds and donated the income from these bonds to this fund.

The Young Men's and Young Women's Christian Associations, which do what they can to find employment for deserving students by furnishing work in the Normal Exchange, a supply store for students, or by assisting them, where possible, to find work in town.

Students may also obtain work in the cafeteria, the library, the Registrar's office, and at the swimming resort.

STUDENT WELFARE COMMITTEE

The Normal College recognizes the students as a part of its administrative machinery. In order that they may be officially represented each class elects from among its number a student as a member of the Student Welfare Committee. This committee meets regularly with the President and with other members of the faculty to discuss such measures as pertain to the general well-being of the student body. Already much good has resulted from this form of closer co-operation between the faculty and the students, while it also gives an opportunity for initiative on the part of the student body as a whole, and offers incentives for the development of leadership on the part of individual students.

GENERAL INFORMATION

ROOM AND BOARD

Although the Normal College has no dormitories, it assures boarding students accommodations through its system of approved boarding houses and the cafeteria. To entitle a home to be placed upon the approved list, the householder agrees to the following conditions: to accept only students and instructors of the Normal College, not to board both men and women students in the same house, to keep rooms and premises comfortable and sanitary, and to cooperate cordially with college authorities in the enforcement of regulations essential to the welfare of boarding students. The list of approved boarding houses is revised in March and July of each year. The Normal College reserves the right to remove students at any time from a boarding house, the proprietor of which fails to cooperate in upholding the regulations of the institution.

Students are free to select their own boarding places from the approved list, and after the first two weeks of school may make changes only with the consent of the Dean in charge. In each instance, this consent must be obtained prior to the date of change.

Students cannot expect always to secure board and room in the same house or within one or two blocks of the Normal College. Many find highly satisfactory arrangements by taking rooms at one place and meals either at another home or at the Cafeteria. In some instances, economy of living is secured by such a plan. Reservations for rooms and board are not necessary but may be made at the discretion of the students. Bear in mind that the college anticipates the demands of attendance by ample provision for all young men and young women who may come. Students should not be influenced in the selection of boarding houses by solicitors at the station or on the street.

Rates of Board. The regular list of approved boarding houses printed July 3, 1920, shows rates ranging from \$22 to \$24 per month for meals, \$5 to \$8 per month for rooms, and \$27 to \$30 per month for board and rooms in the same house. Students will not find the cheapest rate of board in the houses nearest the Normal School campus. The rates specified are as cheap as can be obtained for the same quality of board in any other college in Texas. At the Cafeteria students should be able to obtain meals at an approximate monthly rate of \$20, depending upon individual habits and tastes.

INCIDENTAL FEES

The incidental fee for the regular session is \$15.00, payable in advance. Of this, \$2.00 is a library deposit, and will be returned to the student at the end of the session or upon his withdrawal from school, if all books used by him are returned in good condition. This library deposit gives free use of all textbooks except English classics, which the student is required to buy. The hospital fee is \$2.00 per session of three quarters. As stated elsewhere, this entitles the student to free use of the hospital, including the services of a trained nurse during temporary or protected illness. All students receiving diplomas will be charged a nominal diploma fee.

Upon the recommendation of almost a unanimous vote of the student body, the Board of Normal Regents in 1918 approved a blanket tax of one dollar per quarter for the support of student activities and for providing entertainment. In the session of 1919-20 the student body voluntarily raised the tax to \$2.00 per quarter. The privileges secured by the payment of this tax are: admission to all athletic contests participated in by Normal teams on Normal grounds; free subscription to the Normal Star, the weekly newspaper of the students; tickets to lyceum courses and such other activities as may be agreed upon by the Student Welfare Committee and the President.

Qualifications. No person who is under sixteen years of age January 1, 1921, will be admitted. Students who have completed the equivalent of the ninth grade of a standard high school should be able to enter the Freshman class; students who have completed the equivalent of the tenth grade should be able to enter the Sophomore class; students who have completed fifteen or more admission units, should be able to enter the Junior class; graduates of high schools of the first, second, and third classes are given entrance credits on the basis of high school units satisfactorily completed.

The Classification Committees will be in session at the Normal Monday, September 27, and Tuesday, September 28, for the purpose of classifying. All students should confer with these committees before enrolling for work.

SUMMER QUARTER

The marked growth and success of the Summer School has assured its permanency. Many teachers while in public school service are taking advantage of the opportunities offered for Normal College training without losing any time from school work. Prospective teachers, and others desiring to complete courses for advanced college credit, and also students who are deficient in entrance requirements, will find classes suited to their needs. Graduates of Texas State Normal Colleges, under former courses, and other advanced students of college rank, by study in the Summer School can complete the additional work required for professional High School diplomas, or for the Bachelor's Degree. Summer Normal classes are conducted by capable instructors for those preparing for the State Examinations. The same requirements are made of students who attend the Summer School as are made of those in attendance during the regular session. The Summer Bulletin, which gives detailed information concerning the summer work, is issued on February 15 of each year. It may be had by addressing a request to the President.

ENTRANCE REQUIREMENTS

The following regulations govern the admission of students to the State Normal Colleges of Texas:

1. **Uniform Requirements.** The requirements for admission to the several classes of the State Normal Colleges of Texas are uniform as directed by the State Normal School Board of Regents.

2. **Age.** Any white person who is sixteen years of age on or before January 1 of the school year may enter a State Normal College at the beginning of the fall term or at any suitable time during the school year.

3. **Standard Admission Units.** All claims for admission are reduced as far as possible to standard high school admission units, a unit being a year's work—180 recitations of forty minutes each—in an accredited high school.

4. **Accredited High Schools.** Accredited high schools are those approved by the State Department of Education, and work done in such schools when officially certified is accepted for admission as hereinafter explained, provided that for admission to college classes only affiliated units are accepted.

5. **Credentials.** Credentials entitling the holder to exemption from examination must be official statements signed by proper author-

ities. Promotion cards and diplomas from high schools and colleges must be accompanied by official statements of the work completed by students and signed by the superintendent, principal, or president. Work in a subject partially completed is not considered for admission credits.

ADMISSION TO CLASSES OF NORMAL SCHOOL DIVISION

6. **First Year Class.** Applicants for admission to the First Year class shall present a minimum of seven admission units as follows:

Algebra 1 or 2
English 2

Social Science 1 or 2
Electives sufficient to make 7

Students presenting credentials showing the completion of the ninth grade in a classified high school are admitted to the First Year class. Not more than two conditions may be allowed, and these conditions must be removed by the close of the fourth term after entrance.

7. **Second Year Class.** Applications for admission to the Second year class shall present ten admission units as follows:

Algebra 2
Geometry $\frac{1}{2}$ or 1
Social Science 2

English 2
Electives sufficient to make 10

Students presenting credentials showing the completion of the tenth grade of a high school of the first or second class may be admitted to the Second Year class without examination. Graduates of high schools of the third class; who have completed a four-year high school course, may remove entrance conditions by one term's satisfactory work in the First Year class.

ADMISSION TO CLASSES OF THE NORMAL COLLEGE DIVISION

8. **Freshman Class.** Applicants for admission to the Freshman class shall present fifteen admission units as follows:

English 3
Social Science 2
Algebra 2

Geometry 1
Electives sufficient to make 15

Graduates of affiliated high schools, who present fifteen units, including three units in English, two units in social science, two units in algebra, and one unit in geometry, are admitted to the Fresh-

man class; graduates of high schools accredited as first class but not affiliated by subjects may satisfy requirements for entrance by one term's satisfactory work in the Second Year class and examination at the close of term. Until further notice students are admitted conditionally to the Freshman class with thirteen units only, but these conditions must be removed within two years.

9. **Sophomore Class.** For admission to the Sophomore class, a statement must be presented showing the completion of one year's (45 term-hours) college work, including six term-hours in Education. (A term-hour is one recitation per week for twelve weeks, requiring two hours' preparation therefor by student of average ability).

10. **Junior Class.** For admission to the Junior class, a statement must be presented showing the completion of two years (90 term-hours) of college work in a recognized Junior or Senior college.

11. **Senior Class.** For admission to the Senior class, a statement must be presented showing the completion of at least three years' (135 term-hours) college work in a recognized Senior college.

12. **Admission on Teachers' State Certificates.** The following admission credits are allowed to holders of State certificates:

Second Grade Certificate:

| | |
|---|--------------------------|
| English 1 | Management $\frac{1}{2}$ |
| History $\frac{1}{2}$ | Unspecified 2 |
| One or more year's experience in teaching 1 | |
| Total 5 units | |

First Grade Certificate:

| | |
|---|--------------------------------|
| English 3 | Ancient history 1 |
| Algebra 2 | Mediaeval and Modern History 1 |
| Geometry 1 | |
| Management $\frac{1}{2}$ | |
| Civics $\frac{1}{2}$ | |
| One or more year's experience in teaching 1 | |
| Total 10 units | |

Permanent Primary Certificate:

(a) *Built on a Second Grade Certificate.* The five units allowed on the second grade certificate, and the following 4 units:

| | |
|----------------------|--------------------------|
| English 3 | Psychology $\frac{1}{2}$ |
| Civics $\frac{1}{2}$ | |
| Total 9 units | |

(b) *Built on a First Grade Certificate.* The ten units allowed on the first grade certificate and the following $1\frac{1}{2}$ units:

| | |
|-----------------------------|--------------------------|
| English 1 | Psychology $\frac{1}{2}$ |
| Total $11\frac{1}{2}$ units | |

Permanent Certificate:

| | |
|---|-----------------------------|
| History 4 | Bookkeeping $\frac{1}{2}$ |
| English 2 $\frac{1}{2}$ | Management $\frac{1}{2}$ |
| Mathematics 4 | Psychology $\frac{1}{2}$ |
| Civics $\frac{1}{2}$ | Unspecified 1 $\frac{1}{2}$ |
| One or more year's experience in teaching 1 | |
| Total 15 units | |

13. **Electives.** List of subjects from which admission units may be chosen is as follows:

Education:

Elementary Psychology $\frac{1}{2}$
 School Management $\frac{1}{2}$
 English 3 or 4

History:

American 1
 Ancient 1
 English 1
 Mediaeval and Modern 1
 Civics $\frac{1}{2}$

Language:

Latin 2, 3 or 4
 French 2 or 3
 German 2 or 3
 Spanish 2 or 3

Mathematics:

Arithmetic $\frac{1}{2}$
 Algebra 2
 Plane Geometry 1
 Solid Geometry $\frac{1}{2}$
 Trigonometry $\frac{1}{2}$

Science:

Biology 1
 Botany 1
 Chemistry 1
 Introduction to Science 1
 Physics 1
 Physiography $\frac{1}{2}$
 Physiology and Hygiene $\frac{1}{2}$
 Zoology 1

Vocational:

Agriculture $\frac{1}{2}$ to 2
 Bookkeeping $\frac{1}{2}$ or 1
 Domestic Art $\frac{1}{2}$ or 1
 Domestic Science $\frac{1}{2}$ or 1
 Drawing $\frac{1}{2}$ or 1
 Manual Training $\frac{1}{2}$ or 1
 Music $\frac{1}{2}$ or 1
 Stenography and Typewriting 1

14. **Admission by Examination.** Applicants who do not present credentials from accredited high schools for admission to the above named classes may absolve the standard entrance requirements by examinations.

15. **Time of Examination.** Applicants for the First Year class must be examined upon entrance in all required subjects; applicants for admission to other classes must be examined upon entrance in the required English, history, mathematics, and science, and may defer examinations in other subjects to the middle of the session. These regulations apply to students from affiliated or accredited high schools, who may be admitted partly by examination, as well as to students who enter by examination solely.

16. **Admission of Mature Students.** Persons twenty-one years of age or over, who are not graduates of standard high schools, may at the discretion of the President of the Normal College, be admitted

without examination to any of the classes below the Sophomore or fourth year. In the enforcement of this regulation especial consideration will be given to mature students whose training has been followed by successful experience in teaching, to students who have had other practical preparation, and to those who have made special attainments in some particular line. Students admitted in this manner will, upon the completion of the work of the Freshman class in English, history, mathematics and science with a grade of "C" be given credit for full admission in these subjects. Other admission units may be absolved in like manner. *In all cases mature students and others must remove conditions and satisfy the admission requirements to the satisfaction of the Admission Committee not later than two years after admission, and before any certificate can be granted.*

17. Credits from Other Institutions. Credits for work done in any college or university are determined by the President of the Normal College. Work completed satisfactorily in any one of the Texas State Normal Colleges is fully recognized by the others. Those completing the work of the first year in one normal college are admitted to the second year class in any State Normal College in Texas, and similarly to other classes; provided, that of the forty-five term-hours required for a certificate, at least fifteen must be made in the Normal College that issues the certificate, and provided also that of the entire forty-five term-hours required for Normal diploma thirty-six term-hours must be done in the Normal College that issues the diploma.

CERTIFICATES, DIPLOMAS, AND DEGREES

1. First Year Normal School. A student completing the work of the First Year class receives a second grade certificate valid for four years.

2. Second Year Normal School. A student completing the work of the Second Year class receives a first grade certificate valid for six years.

3. Freshman Normal College. A student completing the work of the Freshman class receives a first grade certificate, stating course pursued, and valid for seven years.

4. Sophomore Normal College. A student completing the work of the Sophomore class receives a diploma and a permanent certificate, stating the course pursued, which certificate is valid during good behavior. The diploma bears the seal of the college and is signed by the President.

5. Junior Normal College. A student completing the work of the Junior year is awarded an Advanced Diploma for elementary

teaching, or a Special Diploma for high school teaching. A state permanent certificate is also granted those students to whom such certificate was not granted at the close of the Sophomore year.

6. **Senior Normal College.** Upon the completion of the Senior year a diploma conferring a degree, B. A. in Education or B. S. in Education, is awarded the student.

7. **Certificates.** All certificates are issued by the State Department of Education and are signed by the State Superintendent of Public Instruction.

8. **State Normal Certificates.** Certificates granted by the State Normal College should not be confused with certificates obtained from summer normal institutes and county boards of examination.

9. **Building.** Certificates granted by the State Normal Colleges may be built upon for higher certificates, but the Normal Colleges do not grant certificates to applicants by simply "taking the additional subjects" for higher certificates.

10. **High School Work.** Standard high school work may be accepted and not repeated in the State Normal Colleges, and students may be allowed to elect other subjects in their stead, but credit for not more than fifteen term-hours may be counted in the requirements for a certificate.

11. **Residence Conditions.** A student completing two full terms' work of a given class and meeting the resident requirement of two terms, may, upon passing a satisfactory examination in one term's work of the next lower class, be granted the certificate of said lower class.

12. **Incomplete Work.** A student who has been in attendance three full terms and who fails in one or more subjects, may be granted the certificate of a lower class at the discretion of the faculty.

13. **Renewal.** A student who has at any time been granted a certificate from a Texas State Normal College, may, upon completion of two-thirds of the work required for the next higher grade of certificate, receive a certificate of the same grade formerly granted him.

14. **College Credits.** When students transfer academic credits from accredited colleges and attend a state normal college for work in Education only, they are recommended to the State Superintendent of Public Instruction for a first grade state certificate valid for four years. To be entitled to such certificate a student must complete four academic courses (36 term hours) and one course in Education (9 term hours).

15. **Irregular and Special Students.** Students may be admitted as special or irregular students and be permitted to pursue such

courses as they may elect and for which they are prepared, but all such students must become regular before receiving a certificate or degree.

DEFINITION OF TERMS.

1. **Term-Hour.** This is the unit of credit. It is defined as one recitation per week (or its equivalent) for one term of twelve weeks, requiring two hours' preparation therefor by the student of average ability.

2. **Equivalents.** The following are recognized equivalents:

a. For the First and Second Year Classes, four recitations per week, requiring a total weekly preparation of five hours, are equivalent to three term-hours.

b. Two hours of laboratory work per week, requiring one hour of preparation and subsequent completion of notes, are equivalent to one term-hour.

c. Three hours of laboratory work per week, requiring no preparation and no subsequent work on notes, are equivalent to one term-hour.

d. Subjects requiring little or no preparation for the recitation are given term-hour credits according to the total time required, based upon the principle in the above equivalents.

3. **Majors and Minors.** A major is a subject in which a student does his most intensive work. A major may consist of a minimum of 36 or a maximum of 45 term hours, provided, however, that the maximum hours for a major do not apply to the kindergarten-primary group or to the vocational groups under the Smith-Hughes Law. A minor may consist of a minimum of 18 or a maximum of 27 term hours.

4. **The Term's Work.** The work of a term is fifteen term-hours, exclusive of regular assignment in Physical Education.

DIPLOMAS AND DEGREES.

1. Upon completion of the work of the second year, the student is granted a High School Diploma.

2. Upon completion of the work of the Sophomore, the Junior, or the Senior class, the student is awarded an appropriate diploma, reciting the curriculum completed.

3. Upon those completing the work of the Senior class of the college, the degree of Bachelor of Arts in Education or Bachelor of Science in Education is conferred.

4. **Requirements for Diploma with Permanent Certificate.**

15 units for admission

18 term hours in Education

9 to 18 term hours in English

1 major of 18 term hours

Other college subjects to make 90 term hours.

5. **Degrees.** There are two degrees, the B. A. in Education, and the B. S. in Education.

6. **Degree Requirements.** Each candidate for a degree must elect one major, a first minor of twenty-four to twenty-seven term hours, and a second minor of eighteen term hours. The candidate for any degree must present eighteen term hours of English, nine term hours of social science, nine term hours of laboratory science, and not less than thirty-six nor more than forty-five term hours of Education. The candidate for the B. A. degree must include in his course twenty-seven term hours in foreign language, or eighteen term hours if credit in language has been submitted as part of the regular college admission requirements. (See detailed requirements for degrees.)

In designating the requirements for the degree, it is meant that the work above the Second Year class shall be standard college work.

7. **Residence.** A residence of three terms, or thirty-six weeks, is required for a diploma or a degree.

ORGANIZATION

| | |
|-----------------------------|-------------|
| Normal Training School..... | Nine grades |
| Normal School..... | Two years |
| Normal College..... | Four years |

The Normal Training School, which comprises the first nine grades of work of the public school, and in which, under the direction of the Superintendent and Supervisors, all work in practice teaching is done. Graduation from the Training School admits one into the Freshman class of the Normal School without examination. The Training School includes a model two-teacher rural school, and a model one-teacher rural school for Spanish-speaking children, both located in the country, but easily accessible. Students preparing to teach in the rural schools of the State will do their practice teaching here under actual country conditions.

The Normal School, which comprises the first and second years of the school. Completion of the first year entitles one to a second grade State certificate valid for six years. Completion of the second year entitles one to a first grade State certificate valid for six years. Com-

pletion of this year's work also entitles one to clear entrance to the Normal College.

The Normal College, which comprises four years of college work, Freshman, Sophomore, Junior, and Senior. Completion of the Freshman College year entitles one to a first grade State certificate valid for six years; completion of the Sophomore College year entitles one to a diploma and State permanent certificate; completion of the Junior College year entitles one to a special diploma for high school teaching or an advanced diploma for elementary teaching. Completion of the Senior College year entitles one to a B. A. or B. S. degree in Education.

SYSTEM OF GRADING AND CREDITS.

Grade Symbols. Term grades of a student are determined by his daily oral and written work, and by tests or quizzes, usually unannounced, given at intervals during the quarter. These grades are indicated by the following symbols: A represents excellent work; B, good; C, fair; D, passing, and F, failure. In case the work of any student is incomplete during any quarter, such student may be conditioned by the instructor, but such condition must be removed during the first quarter's attendance after the condition is received. In case of failure the student must take the entire work in class again.

Grade Points. The issuance of a certificate of any grade is dependent upon the standing of a student as determined by what are called "grade points." That is, a student must make thirty grade points, or an average of C, before he can obtain a certificate. In determining grade points the grade symbols have the following values: A equals 4 grade points; B, 3 grade points; C, 2 grade points; D, 1 grade point. The student in any class who fails to make the required thirty grade points on the fifteen units of work of his class may take work in the next higher class until the thirty grade points are made, at which time a certificate will be issued. It is understood, of course, that in the next higher class, grade points cannot be counted twice. For instance, a Sophomore who finds it necessary to do some Junior work in order to get the required thirty grade points, would have to make sufficient grades in the remainder of his Junior work to fulfill the necessary conditions; or, he would have to get sixty grade points in all for the two years' work.

CURRICULA REQUIREMENTS

Courses are organized so as to prepare teachers in kindergarten and primary grades, intermediate grades, high school grades, rural schools, and in special subjects such as foreign languages, music, art,

expression, physical education, manual training, home economics, commercial branches, etc. Each group offers opportunity for specialization for a definite line of teaching and at the same time assures accurate scholarship for general public school work. The diploma groups emphasize preparation for teaching in the primary and elementary grades; the degree groups emphasize advanced preparation for primary and elementary grades or proficiency for high school teaching. Courses prescribed are for the most part suggestive only; other courses of the same rank may be substituted upon proper approval.

Changes from one course to another frequently involve loss of credits, and are not advised.

All students are required to take Physical Education twice a week during the first two years of residence work. A student may elect and count towards a certificate, diploma, or degree, six term hours of Physical Education in addition to the two years required.

Students may be admitted as special or irregular students and be permitted to pursue such courses as they may elect and for which they are prepared, but all such students must become regular before receiving a certificate or degree.

Courses from 1 to 20 are elementary and given in the Normal School. Courses from 100 to 299 are usually given in the Freshman and Sophomore years. Courses from 301 to 499 are usually given in the Junior and Senior years. *College credit cannot be given for elementary courses.* Unless otherwise specified, a course is three term hours, which represents three recitations per week for twelve weeks, each period of recitation being fifty minutes in length.

DEGREE COURSES

Beginning with the session 1918-19 the Southwest Texas State Normal College offers courses in the College Junior and College Senior years, leading to the degrees of Bachelor of Science in Education and Bachelor of Arts in Education. Graduation under the four-year Diploma Course of the Texas State Normal Colleges, or the completion of two years' work of college rank, including the standard college entrance units, is prerequisite for admission to the Degree Division of the College.

REQUIREMENTS FOR DEGREES

General Rules

Degrees will be conferred publicly on Commencement Day.

No degree will be conferred without a residence of at least one year.

A candidate may receive only one of the two degrees offered by the Southwest Texas State Normal College.

BACHELOR OF SCIENCE IN EDUCATION

Requirements for Graduation

In order to receive the degree of Bachelor of Science in Education (B. S. in Education) the candidate must meet the following requirements:

1. He must have been regularly admitted to the Degree Division of the College.

2. He must complete (preferably he should have completed during his Freshman and Sophomore years): (a) 18 term hours of English (including English 101 and 102, or their equivalent); (b) 9 term hours of social science (economics, history, sociology); (c) 9 term hours of biological science (botany, general biology, zoology); (d) 9 term hours of physical science (physics, chemistry).

The requirement in biological science may be waived if the student presents 2 units of biological science for entrance; the requirement in physical science, if the student presents 2 units of physical science for entrance.

Such exemptions do not excuse him from the requirement of total term hours stated in 4.

3. He must complete: (a) one professional major in Education of not less than 36 nor more than 45 term hours, including 3 term hours of advanced psychology, 3 term hours of principles of teaching, 3 term hours of history of education, and 9 term hours of practice teaching; (b) one academic major of not less than 36 nor more than 45 term hours, of which at least 18 hours must be from courses numbered 300 or above; (c) one academic minor of not less than 24 nor more than 27 term hours, of which not less than 9 term hours must be from courses numbered 200 or above; (d) one second academic minor of 18 term hours. The academic major and one academic minor may be made in the same group. A student is not permitted, however, to elect toward his minor courses from the department in which he has done the chief work for his major. Only one-half of the work done to meet the requirements in 2 may be included in counting up term hours for the academic major and minors.

Groups. The courses making up the academic major may be selected from any one of the following groups: home economics and manual training, languages (English and public speaking, Latin, French, German, Spanish), mathematical and physical sciences (chem-

istry, mathematics, physics), natural sciences (biology, chemistry, physics), social sciences (economics, history, sociology). The courses making up a minor may be selected from any one of the above groups or one of the following: agriculture, art, business administration, music (18 term hours), physical education.

4. He must have completed a total of at least 180 term hours.
5. He must have completed a total of 120 grade points.

BACHELOR OF ARTS IN EDUCATION

Requirements for Graduation

In order to receive the degree of Bachelor of Arts in Education (B. A. in Education) the candidate must meet in full the requirements as laid down for the Bachelor of Science in Education, with the exception that 27 term hours of the 180 required for graduation must be in foreign language (of which 9 hours must be from courses numbered 200 or above), unless the candidate has presented two or more units in foreign language for entrance, in which case he shall be required to take but 18 term hours in the subject.

CURRICULA GROUPS

NORMAL SCHOOL

GROUP A

(For students from fully affiliated high schools.)

First Year

| | Hours: |
|--------------------------|--------|
| Agriculture 1..... | 3 |
| Education 1..... | 3 |
| English 1, 2, 3..... | 9 |
| History 1, 2..... | 6 |
| Mathematics 3, 5, 6..... | 9 |
| Science..... | 3 |
| Related Electives..... | 9 |
| Free Electives..... | 3 |
| | <hr/> |
| | 45 |

Second Year

| | Hours: |
|------------------------|--------|
| Education 2..... | 3 |
| English 4, 5, 6..... | 9 |
| History 3, 4..... | 6 |
| Mathematics 20..... | 3 |
| Science..... | 6 |
| Related Electives..... | 9 |
| Free Electives..... | 9 |
| | <hr/> |
| | 45 |

GROUP B

(For students from unclassified and partially affiliated high schools.)

First Year.

| | Hours: |
|----------------------------|--------|
| Agriculture 1..... | 3 |
| Education 1..... | 3 |
| English 1, 2, 3..... | 9 |
| History 1, 2..... | 6 |
| Mathematics 1a, 1b, 2) | |
| or) | |
| Mathematics 2, 4, 20).... | 9 |
| or) | |
| Mathematics 3, 4, 20) | |
| Science..... | 3 |
| Related Electives..... | 9 |
| Free Electives..... | 3 |
| | <hr/> |
| | 45 |

Second Year

| | Hours: |
|--------------------------------|--------|
| Education 2..... | 3 |
| English 4, 5, 6..... | 9 |
| History 3, 4..... | 6 |
| Mathematics 3, 4, 5, 6) | |
| or) | |
| Mathematics 3, 5, 6)..6 to 12 | |
| or) | |
| Mathematics 5, 6) | |
| Science..... | 6 |
| Related Electives..... | 9 |
| Free Electives.....0 to 6 | |
| | <hr/> |
| | 45 |

Students who present credits from standard affiliated high schools for any units included in Group A may, with proper approval, substitute other subjects.

Students noticeably deficient in penmanship, spelling, and practical English may be required to make up such deficiencies under the direction of a faculty committee.

A student who expects to receive a certificate at the end of the term must notify the Registrar by the fourth week of that term.

Upon the completion of the First Year, a second grade certificate is awarded; upon the completion of the Second Year, a High School Diploma and a first grade certificate are awarded.

Related electives shall be construed as meaning subjects in the same department or in related departments.

CURRICULA GROUPS**NORMAL COLLEGE****Group for Teachers of Special Subjects***Diploma***FRESHMAN**

| | Hours |
|----------------------------------|-------|
| English 101, 102, 103..... | 9 |
| Education 111, 104, and 101..... | 9 |
| History | 3 |
| Teaching Subject | 3 |
| Music 9 hrs.) | |
| Drawing 9 hrs.) | |
| Commercial 9 hrs.)..... | 9 |
| Physical Education 9 hrs.) | |
| Free Electives | 12 |
| | <hr/> |
| | 45 |

SOPHOMORE

| | Hours |
|---|-------|
| Education 212a, 212b, 204, and 106..... | 12 |
| English | 3 |
| Educational Sociology | 3 |
| Music 9 hrs.) | |
| Drawing 9 hrs.) | |
| Commercial 9 hrs.)..... | 9 |
| Physical Education 9 hrs.) | |
| Related Electives | 9 |
| Free Electives | 9 |
| | <hr/> |
| | 45 |

*Degree***JUNIOR—SENIOR YEARS**

| | Hours |
|--|-------|
| English | 6 |
| Education | 15 |
| Social Science | 6 |
| Science | 18 |
| Foreign Language | 27* |
| Majors, Minors, and Free Electives to satisfy Degree requirements for total of 90 hours. | |

*Applicable only to candidates for the B. A. Degree.

Group for Rural School Teachers*Diploma*

FRESHMAN

| | Hours |
|---------------------------------------|-------|
| English | 9 |
| Education 111, 104, and 101 | 9 |
| History | 3 |
| Agriculture | 3 |
| Teaching Subject | 3 |
| Science | 6 |
| Related Electives | 9 |
| Free Electives | 3 |
| | — |
| | 45 |

SOPHOMORE

| | Hours |
|--|-------|
| Education 212a, 212b, 204, and 106 | 12 |
| English | 3 |
| Agriculture | 3 |
| Geography or Reading | 3 |
| Related Electives | 9 |
| Free Electives | 12 |
| | — |
| | 45 |

Degree

JUNIOR—SENIOR YEARS

| | Hours |
|---|-------|
| English | 6 |
| Education | 15 |
| Social Science | 3 |
| Science | 15 |
| Foreign Language | 27* |
| Majors, Minors, and Free Electives to satisfy Degree requirement for total of 90 hours. | |

*Applicable only to candidates for the B. A. Degree.

Group for Kindergarten-Primary Teachers

Diploma

FRESHMAN

| | |
|-----------------------------------|-------|
| English 101, 102, 103..... | 9 |
| Education 111, 120, 121 or) | |
| Education 111, 107, 121)..... | 9 |
| Drawing, Music, Kindergarten..... | 12 |
| Related Electives | 9 |
| Free Electives | 6 |
| | <hr/> |
| | 45 |

SOPHOMORE

| | |
|--------------------------------|-------|
| | Hours |
| English 105 | 3 |
| Education 212a, 212b | 6 |
| Education 216, 207 or) | |
| Education 304, 207)..... | 6 |
| Drawing, Music | 9 |
| Related Electives | 9 |
| Free Electives | 12 |
| | <hr/> |
| | 45 |

Degree

JUNIOR—SENIOR YEARS

| | |
|--|-------|
| | Hours |
| English | 6 |
| Education | 15 |
| Social Science | 9 |
| Science | 18 |
| Foreign Language | 27* |
| Majors, Minors, and Free Electives to satisfy Degree Requirements for total of 90 hours. | |

*Applicable only to candidates for the B. A. Degree.

Group for Intermediate Grade Teachers

Diploma

FRESHMAN

| | Hours |
|----------------------------------|-------|
| English 101, 102, 103..... | 9 |
| Education 111, 104, and 101..... | 9 |
| Geography | 3 |
| Teaching Subject | 3 |
| Music or Drawing | 3 |
| Related Electives | 9 |
| Free Electives | 9 |

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45

SOPHOMORE

| | Hours |
|---|-------|
| Education 212a, 212b, 204, and 106..... | 12 |
| English | 3 |
| History | 3 |
| Geography or Reading | 3 |
| Science | 3 |
| Related Electives | 9 |
| Free Electives | 12 |

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45*Degree*

JUNIOR—SENIOR YEARS

| | Hours |
|---|-------|
| English | 6 |
| Education | 15 |
| Social Science | 6 |
| Science | 15 |
| Foreign Language | 27* |
| Majors, Minors, and Free Electives to satisfy Degree requirement for total of 90 hours. | |

*Applicable only to candidates for the B. A. Degree.

Group for High School Teachers

Diploma

FRESHMAN

| | Hours |
|----------------------------------|-------|
| English 101, 102, 103..... | 9 |
| Education 111, 104, and 101..... | 9 |
| Teaching Subject | 3 |
| Laboratory Science ; | 9 |
| Social Science 9 hrs.*) | |
| Foreign Language 9 hrs.†)..... | 15 |
| Free Electives 6-15 hrs.) | |

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45

SOPHOMORE

| | Hours |
|---------------------------------------|-------|
| English | 9 |
| Education 212a, 212b; 204 or 106..... | 9 |
| Laboratory Science | 9 |
| Social Science 9 hrs.†) | |
| Foreign Language 9 hrs.†)..... | 18 |
| Free Electives 0-18 hrs.) | |

—
45*Degree*

JUNIOR—SENIOR YEARS

| | Hours |
|---|-------|
| Education | 18 |
| Majors, Minors, and Free Electives to satisfy Degree requirement for total of 90 hours. | |

*May be deferred until Sophomore year.

†Unless absolved in Freshman year.

‡Applicable only to candidates for the B. A. Degree.

DEPARTMENTS OF INSTRUCTION

AGRICULTURE

MR. NELSON, MR. ROBERTSON

ELEMENTARY COURSES

1. Elementary Agriculture.

A general course in agriculture designed to prepare the student to teach the subject in the one-teacher rural school, and to lay a foundation for further work in this subject.

3. Live Stock Feeding and Judging.

This course consists of the study of the nutritive value of various feeds, the balancing of rations, and the consideration of the types of animals best suited for the dairy, for pork, for draft purposes, etc.

Prerequisite, Agriculture 1 or its equivalent.

COLLEGE COURSES

101. Rural Economics.

A study of the economic problems underlying the welfare of the farmer; factors of agricultural production; distribution of agricultural income, co-operation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credit; the maintenance of the social political, and economic status of the farmer. This course is required of students taking special work in agriculture, but may be chosen as a free elective by anyone. Same as Economics 101.

102. School and Kitchen Gardening.

The principles of planning and managing the school garden and the kitchen garden will be studied and used in demonstration. The course is intended to prepare the student to plan rotation of vegetables that will furnish the table every week in the year.

Prerequisite, Agriculture 1 or its equivalent.

104. Plant Propagation and Culture.

The study of plants relative to heredity, environment, and improvement will be taken up in some detail. The class work will be supplemented and intensified by demonstration in the field and garden. Special work will be done in cotton classing relative to the standard grades.

Prerequisite, Agriculture 1 or its equivalent.

206. Farm Dairying and Creamery Management.

The planning and management of the farm dairy, the economy of feed and labor, and the relation of the farm dairy to the maintaining of soil fertility will be studied. The handling of milk in the most sanitary manner, and the disposition of dairy and creamery products in the most profitable form will be discussed in detail. Demonstrations will be made with the Babcock milk tester and the cream separator.

Prerequisite, Agriculture 1 or its equivalent.

207. Irrigation and Drainage.

Practical rather than theoretical irrigation will receive most attention. The behavior of different plants and soils when receiving excess of water will be closely studied. Ditches, levees, power pumps, and water supplies will be considered in some detail. The department is equipped with a gas engine, irrigation pump, and an overhead system of applying water. Practically every phase of the irrigation problem may be seen in operation.

Prerequisite, Agriculture 1, and Physics 17 and 18 or their equivalent.

209. Soil Physics and Management.

The physical properties of soil will be closely studied with special stress on the texture and structure. The management of different soils relative to maintaining good aeration and sufficient moisture will be studied and demonstrated. Actual field experiments will be made.

Prerequisite, Agriculture 1, and Physics 17 and 18 or their equivalent.

308. Farm Crops.

The life history and improvement of the plants which constitute our standard crops will be studied and demonstrated under field conditions. It will be shown how special conditions of labor, location, and shipping facilities determine largely what crops can be profitably grown.

Prerequisite, Agriculture 1 and 104 or their equivalent.

310. Public School Agriculture.

It is the aim of this course to prepare teachers to introduce and promote successfully the study of agriculture to the public schools. The needs and facilities of different communities, from the one-teacher school to the agricultural high school, will be the basis for the work.

Prerequisite, Agriculture 1 and 102 or their equivalent.

ART

MISS JOHNSON

AIM

The aim of instruction in this department is to teach Art in its relation to everyday life, to teach it in such a way that the student will apply it to everyday problems and be able in his turn to present to his pupils the importance of Art in their daily lives.

ELEMENTARY COURSES

1. Drawing.

Fundamental Art principles are emphasized. The problems selected are such as to give the student an opportunity to express himself skillfully in different media.

2. Drawing.

A continuation of Drawing 1. More advanced work in Perspective, Composition, Principles of Design.

COLLEGE COURSES

101. Drawing.

A beginning course for College students who have had no art training.

102. Crafts.

A course for students who wish to learn such crafts as may be taught in Public School work—clay modeling, weaving, book binding, etc.

201. Kindergarten and Primary Drawing.

A course in free hand drawing for those specializing in Kindergarten and Primary teaching.

Prerequisite: Drawing 1 or 101.

202. Problems in Drawing for Intermediate and Grammar Grades.

Intended for students specializing in Intermediate and Grammar Grade work.

Prerequisite: Drawing 1 or 101.

204. Teaching of Drawing.

This course emphasizes the presentation side of the work. It is intended primarily for those who expect to teach the subject in the schools.

Prerequisites: Drawing 1 or 101, and 201 or 202.

205. Design: Theory and Practice.

Emphasis on the meaning of design in its broader sense. Problems in applied design, stencilling, block printing, batik, enamel, etc.

Prerequisite: Drawing 1 or 101.

206. Interior Decoration.

A practical course which aims to present the facts in such way that students can apply in their own homes the knowledge gained in this course.

Prerequisite: Drawing 1 or 101 or 205.

207. Good Taste in Dress.

A course intended to enable each student to make an individual study of her own characteristics with reference to good taste in dress.

Prerequisite: Drawing 101.

306. Drawing for Supervisors.

A course for supervisors with the emphasis of the organization and presentation of the material, and a discussion of personality as a factor in successful supervision.

Open to students only by consultation.

307. Drawing for Superintendents and Principals.

A course dealing with the educational values of drawing and the place of this subject in a general scheme of education. It is planned for superintendents and principals of schools and supervisors of drawing. It deals with classroom decoration and with school architecture; and does not require either work in or technical knowledge of, drawing.

DEPARTMENT OF BIOLOGY, CHEMISTRY,
AND GEOGRAPHY

MR. SMITH, —————, MR. GOODMAN

ELEMENTARY COURSES

Biology 2. Sanitation and Hygiene.

In this course attention is given to structure of tissues, the adaptation of structure to function, and sanitation.

Biology 3. Elementary Zoology.

This course is a study of the branches of the animal kingdom. Types as far as possible will be selected for study from insects injurious to man and to farm and garden crops.

Chemistry 1, 2. Elementary Chemistry.

These two units cover the ground usually considered in high school chemistry. A constant effort is made to relate the work to the daily needs of the pupils and to show the importance of this science in the industrial development of the nation.

Geography 1. General Geography.

This course is for the student of geography. It covers the whole field, but typical areas will be given a more intensive study. Map drawing, map reading, supplemental material, and the methods of teaching geography will be given special attention.

Geography 2. Physical Geography.

This course includes a brief review of descriptive geography and a study of the subjects usually covered in high school physical geography.

COLLEGE COURSES

Biology 101, 102, 103. General Biology.

This year in general biology is offered to Freshman college students who desire to stress biology or agriculture.

Biology 204. General Biology.

An elementary course in general biology for students who need a general survey of biology in other subjects.

Biology 205. Advanced Physiology.

This is an advanced course in physiology which presupposes Biology 2 or its equivalent.

Biology 207. Bacteriology.

A strong course in classroom and laboratory bacteriology. This course presumes a good course in general chemistry and the equivalent of Biology 204 and 205 as a foundation for the work offered.

Biology 301, 302, 303. Botany.

An advanced course in botany planned to meet the needs of advanced students in science who desire to stress biology.

Biology 401. The Teaching of Biology.

A half term course in the teaching of biology. The equipment of a laboratory, securing of materials, and preservation of specimens for class use are discussed.

Chemistry 101, 102. General Chemistry.

These two units constitute the general chemistry for first year college students who have had little or no previous training in chemistry.

Chemistry 107, 108. General Chemistry.

These two units constitute the general chemistry for first year college students who have had high school chemistry or its equivalent.

Prerequisite, Chemistry 1, 2, or high school chemistry.

Chemistry 109. Qualitative Analysis.

This is an introductory course in qualitative analysis and with either 101 and 102 or 107 and 108 constitutes the first college year in chemistry.

Prerequisite, Chemistry 101 and 102 or 107 and 108.

Chemistry 201, 202. Organic Chemistry.

The aim of these two units is to present the ground work of organic chemistry and to prepare the way for other work in the study of foods and physiological chemistry.

Prerequisite, 102 or 108.

Chemistry 203. Physiological Chemistry.

A course dealing with some of the fundamental problems of chemistry of the vital processes.

Prerequisite, Chemistry 202.

Chemistry 301, 302. Advanced General Chemistry.

A course in general chemistry taking up some of the most important problems of modern theoretical and physical chemistry.

Chemistry 303. Quantitative Analysis.

This is an introductory course in quantitative analysis. A series of carefully planned determinations will be made with a few selected substances.

Prerequisite, Chemistry 109.

Chemistry 304. Applied Chemistry.

This course gives attention to the practical applications of chemistry in the household and laboratory. Important applications of chemistry in industry will receive attention.

Chemistry 401. The Teaching of Chemistry.

A half term course in the teaching of chemistry. The equipment of a laboratory and other problems peculiar to chemistry will be discussed.

Geography 101. Geography of North America.

This is a general course in the geography of North America with special attention to the United States. A part of the time will be given to the methods of teaching geography in the grades and in rural schools. Attention will be given to supplemental and illustrative material.

Geography 105. Texas Geography.

A study of the topography of the State, its agricultural, mineral, and forest resources; its inhabitants; the interdependence of railroads, commerce, and education; its relation to the other states.

Geography 106. The Influence of Geography on American History.

This course is a study of the geographic conditions that have influenced American history. Special attention will be given to those factors that have influenced settlement, the westward movement of population, and the growth of the United States. A knowledge of the fundamental principles of geography and the main facts of American history is presupposed.

Geography 201. The Teaching of Geography.

The state course of study in geography furnishes the basis for the work. Exercises are given in map drawing, modeling, and charting. Emphasis is given to lesson planning and observation work.

BUSINESS ADMINISTRATION

MR. CHAMBERLAIN, MISS KERCHNER

The aims of the Department of Business Administration of the Normal College are twofold: first, to prepare teachers to organize and conduct commercial departments in the high schools; second, to offer elective courses to those who desire some business training in connection with their general education. The ability to keep accounts is a valuable acquisition to any individual, and the mastery of typewriting and shorthand is of inestimable value whether in a business or professional career.

ELEMENTARY COURSES

1, 2, 3. Shorthand and Typewriting.

The aim of the course is to master the principles of Gregg Shorthand and Touch Typewriting. Special attention is given to structure of outlines, shorthand penmanship, reading of shorthand plates and dictation exercises are given throughout the year's work.

Shorthand and Typewriting are offered together for full credit. No credit is given for either taken alone.

4. Bookkeeping.

The aim of this course is to meet the needs of the student who wishes a knowledge of the fundamental principles of simple bookkeeping practice. The work of the course is planned so that it may be taken alone or followed by courses 5 and 6, making a full year's unit.

14. Farm and House Accounts.

In this course special attention is given to the accounts of the farm and household, such as private personal accounts, household accounts, live stock accounts, crop accounts, labor reports, feed records, etc.

5, 6. Bookkeeping.

This work includes many of the modern accounting principles. Actual business papers are used throughout the course, and both the practical and pedagogical sides are emphasized. It is planned especially for those students who aspire to become high school teachers. Individual instruction is given.

Prerequisite, Course 4, 14, or equivalent.

7. Typewriting.

This course is offered for the benefit of those who desire work in Typewriting without Shorthand.

The touch method is used. The students are trained to write rapidly and accurately. The term's work includes the mastery of the keyboard and the mechanical features of the machine; easy letter writing and dictation work.

No credit is given for Typewriting when taken alone.

10. Public School Penmanship.

This course embraces the principles of public school penmanship, and includes the mastery of good business writing together with the psychology of the teaching of writing in the grades. Special attention is given to the methods of teaching. No credit.

COLLEGE COURSES**101, 102, 103. Shorthand and Typewriting.**

For beginning college students. The course covers the same ground as courses 1, 2, and 3, with sufficient additional work to make it of college rank.

The full year's work must be completed for credit.

201, 202, 203. Advanced Shorthand and Typewriting.

This work embraces the work of the second year, special attention being given to the reading of shorthand notes and to special phrase writing. Several books written in shorthand will be studied.

204, 205, 206. Elementary Accounting.

This course is designed to cover the principles of elementary accounting. The work embraces the following subjects: origin of book-keeping, the theory and practice of single and double entry, assets and liabilities, classification of accounts, value of correct analysis of accounts, function of the books of original entry, controlling accounts, columnar journals, specially ruled ledgers, consignments, partnership accounts, corporation accounts, depreciation, revenue and capital, valuation of good will.

The full year's work must be completed for credit.

304, 305, 306. Advanced Accounting and Auditing.

This course takes up the more advanced theory and practice of practical accounting, theory, and auditing. The purpose of this course is to prepare those thoroughly familiar with general accounting to advance to the position of certified public accountants. Auditing

is taken up in detail and the course covers the study of mergers, consolidations, and corporations,—special attention being given also to such special lines of business as the Board of Trade, Stock Brokers, building and loan associations, insurance companies, contractors, clubs, bank and trust companies, public service companies, governmental and institutional accounts. The course is designed to develop the analytical powers, the grasping of the salient points in problems, the elimination of unnecessary matters in the answer, and the distinction between true and superficial cause and effect.

Prerequisite, course 206 of its equivalent.

210, 211, 212. Commercial Law.

This course is designed to cover the subject of business law. It embraces the study of elementary law, contracts, sale of personal property, agencies, partnerships, corporations, negotiable instruments, real estate, bankruptcy, insurance, guaranty and suretyship, banks and banking.

214. Office Administration.

A course offered especially to superintendents and principals of schools to teach up-to-date organization of office accounting, filing, and clerical work.

ECONOMICS AND SOCIOLOGY

MR. BURKHOLDER

COLLEGE COURSES

ECONOMICS

101. Rural Economics.

A study of the economic problems underlying the welfare of the farmer; factors of agricultural production; distribution of agricultural income; co-operation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credit; the maintenance of the social, political, and economic status of the farmer. This course is required of students taking special work in agriculture, but may be chosen as a free elective by any one.

102, 103, 104. Elementary Economics.

This course constitutes the work of three quarters. It is designed to give the student an insight into the principles of economics so as to place him in touch with the great economic movements of the day, to lay an adequate foundation for any advanced work in the subject, and to inculcate a sense of social justice. The field embraces studies in production, consumption, exchange, distribution of wealth, and some additional special topics.

This work may be taken by any student of college rank, but any one electing it to count toward a degree should complete the full three quarters' work. It is recommended that students who are leaving college to teach, take courses 102 and 103, followed by Sociology 201.

Prerequisites, 102 for 103, and 103 for 104.

304. Economic History of the United States.

A broad study of the economic development of the United States through its entire history. Some topics: our public land policy; development of slavery and its effect on agricultural industry; economic significance of westward expansion; tariff and commercial policies; development of internal transportation; rise of organized labor and labor problems; industrial combinations and trusts; government regulation and control; conservation of natural resources.

SOCIOLOGY

201. Educational Sociology.

A course which aims to acquaint the students with the origins and inter-relations of social movements and social institutions of the present time; to discover modern social ideals as the basis for social progress; to study and formulate methods of social progress; and to make a definite attempt to establish the relation of education to the problems of social control and progress. This course may be profitably elected by all students of college rank who are aspiring to become teachers. Courses 302 and 401 in addition to this, make a good year's work in sociology.

203. Constructive Rural Sociology.

A study of rural life conditions in the United States with special reference to Texas, looking to possible improvement. The attitude toward all phases of rural life will be sympathetic, but dynamic and constructive. Some special topics: rural and urban increase; advantages and disadvantages of rural life; rural credit; social aspects of land tenure and labor; inherent rights of land workers; socialization of rural institutions. Students preparing for work in the country or small towns and villages should take courses 201, 203, and 301.

302. Principles of Sociology.

A course to acquaint the student with the general principles of sociology through a study of such topics as, the general plan of social organization; motives leading to social organizations; development and function of the family, church, school, and state; social control; elimination of pauperism, crime, ignorance, and other social evils; heredity and acquired population traits; process of social evolution.

301. Community Activities and the Rural School.

A course of study for those persons preparing for rural leadership in any line, but especially for rural school teachers. Topics: function of the "community social engineer"; educational resources of the rural community; rural social mind; rural mental, moral, and physical health; vitalizing the rural school; coordination of school and community interests; organization of a rural community; the rural library; rural social center; community recreations; continuation schools for adults.

Prerequisite, 203.

401. Social Psychology.

Designed to give an acquaintance with the great facts and prin-

ciples of social behavior through a study of suggestibility, the crowd, mob mind, conventionality, custom imitation, interference and conflict, compromise, and public opinion.

Prerequisite, Education 111 or its equivalent.

EDUCATION

MR. WOODSON, MR. HARRY, MISS FALLS, MR. GOODMAN,
MISS CHRISTIANSON

ELEMENTARY COURSES

1. School Management.

This course offers a brief introduction to the various problems of school management. Some of the general topics considered are: the qualifications of teachers, organizing and grading schools, classifying pupils, examinations, promotion, discipline, and the school as a social center.

15. Rural School Management.

Particular attention will be given to the problems incident to the country school, such as organization, the daily schedule, classification, correlation and alternatives, community co-operation, and the relation of the course of study to the life of the community.

2. Elementary Psychology.

The aim of this course is to make a practical study of the fundamentals of mental life, its nature and growth. Some applications are developed in reference to school room practice and everyday human relations. The work includes discussions, notes, readings, lectures, and reports on assigned topics.

COLLEGE COURSES

101. Management.

This course is arranged to meet the needs of students preparing to teach in the elementary schools. It deals with the organization and disciplinary phases of the classroom. Types of classroom exercises, student co-operation, hygiene of instruction, playground supervision, and professional ethics will be studied.

Prerequisite, one course in psychology.

102. Methods.

This course deals with special methods of teaching the elementary branches. It is arranged especially to meet the needs of those who will be called upon to teach in the grades or in the village and rural schools.

Prerequisite, one course in psychology.

103. The Teaching of Reading and English in Intermediate Grades.

Topics: aims of reading in these grades; method adapted to the accomplishment of these aims; oral and silent reading; intensive and extensive reading; selection of varied reading material; study of selected literature; memorizing poems; purpose and plan of language study; child's experience and activities a basis for language teaching; social motives for language; different types of language lessons; relative amount of oral and written work; use of the text; spelling; writing; observation and discussion of typical lessons.

Prerequisite, Education 104.

104. Principles of Teaching.

This course develops and formulates the fundamental principles underlying the general methods of teaching—aims, self-activity, apperception, interest, organization, drill, instruction, deduction, individual differences in capacity. Observation of the application of these principles in the Training School; discussion of lessons observed; lesson plans.

Prerequisite, Education 111 or 106.

106. Advanced Educational Psychology.

This course combines the important topics of general and educational psychology, and thus forms the basis for specific courses in educational theory and practice. Emphasis is placed on instincts, habits, memory, association, and economy of learning.

Prerequisite, 2 or 111.

107. The Teaching of English in Primary Grades.

This course includes the teaching of reading, writing, spelling, and language in the primary grades. Observation and discussion of typical lessons is an important part of the course.

Prerequisite, Education 104.

108. Child Study.

This course deals with the problems of development, both physical and mental. It emphasizes the striking differences between children and adults, and shows that childhood is a transitional state. Both normal and abnormal phases of development will be considered.

Prerequisite, 2 or 111.

109. The Teaching of History and Geography in Intermediate Grades.

Selection of material suited to interests and comprehension of children; psychological versus chronological or mere logical organiza-

tion; specific projects worked out in class and presented for observation in Training School; illustrative handwork as an aid to the teaching of these subjects—sand table projects, posters, booklets, charts, etc.

Prerequisite, Education 104.

111. Educational Psychology.

Required of graduates from high schools. This course is adapted to the needs of students who enter from affiliated high schools, having had no work in educational subjects. A careful study of unlearned behavior as related to learned behavior will be made.

113. Adolescence.

This course will be particularly helpful to teachers in grammar grades and high schools. A careful study of the physical changes peculiar to the child passing into manhood and womanhood and the significance of these changes on both mental and moral life will be made. It is held that a better and more scientific understanding of the physical condition and the emotional life of the adolescent youth will lead to a more sympathetic and helpful direction of his development.

Prerequisite, 111 or 106.

116. The Teaching of Literature and Composition in the Grammar Grades.

Topics: Types of literature adapted to these grades; basis for selection; relation to other studies; geographical, historical, scientific, civic, and industrial readings in addition to "selected" literature; the teaching of a masterpiece; the preparatory period of a composition exercise—basis for choice of subject, attitude towards it, organization of material, development and use of the outline, ways to overcome expressional limitations, use of the model; the written and correction periods—methods of self correction; importance of oral composition; formal aspects of composition—writing, spelling, grammar, the teaching of grammar in relation to needs in composition. Observation and discussion of typical lessons.

Prerequisite, Education 104.

202. Vocational Education and Guidance.

This is a course that deals with some of the largest and most interesting present day problems in the entire field of education. Some of the topics to be studied are: growth of the vocational education movement; meaning and purpose of prevocational education; the Smith-Hughes Law and its operation; meaning and purpose of voca-

tional guidance. This course will be of special interest to superintendents and principals and to any teacher who has an interest in helping boys and girls to an intelligent choice of a life work.

204. History of Education in Modern Times.

This course considers the institutions and educational theories of the past only in their relation to the present. Some of the topics studied are the evolution of our present day tendencies from the Renaissance to Rousseau; and the contributions to education by Erasmus, Luther, Herbart, Locke, Froebel, Rousseau, Pestalozzi, and living educators.

205. History of Elementary Education.

The aim of this course is to trace the origin of the problems of elementary education through the history of the past. The influence of Rousseau, Pestalozzi, Herbart, Froebel, and Lancaster will be stressed. The present condition of elementary education in different civilized countries will receive consideration.

207. Industrial Studies in Primary Grades.

Topics: Place and value of social and industrial studies in Kindergarten-Primary; subject matter in relation to the child's interests, environment, and development; how the work vitalizes the formal subjects and provides for expression through handwork; its relation to language, literature, and nature study. Much of the time is given to projects in handwork.

Prerequisite, Education 104.

212a. This course is intended to introduce the student to the problems of classroom management and teaching. The student is led to assume one responsibility after another, progressing as rapidly as possible from the simple to the more complex duties of room control. Among the duties to be mastered are the following: Keeping attendance records, keeping the room neat, collecting illustrative material, care of boards, grading papers, supervising study, supervising play, giving individual instruction, and teaching an entire class. One period each day is devoted to this work. The student may select work in any of the following departments: Kindergarten, primary, intermediate, grammar grade, junior high school, or rural school. All the work is under the immediate direction of a grade supervisor.

Prerequisites, 104 and one course in special methods.

212b. In this course the student is expected to assume control of a class and be largely responsible for the management and teaching of

one group of children for a term. From forty-five to fifty periods should be spent in teaching by each student during the course. The student is held responsible for organizing subject matter, making and executing lesson plans, and managing an entire room. Resourcefulness and initiative on the part of the student teacher are encouraged. As far as practicable the student teacher is held responsible for the general progress of a group of pupils in the subject taught.

Prerequisite, 212a.

216. The Teaching of Arithmetic and Nature Study in the Primary Grades.

Arithmetic Topics: The child's number interests, number through counting, measuring, construction work, plays, games, and school and home activities; objective teaching, motivation, rationalization, gradation, drills; course of study.

Nature Study Topics: Selection and organization of material; topics in connection with gardening, other home and school activities, and seasonal changes.

Prerequisite, Education 104.

301. Public School Systems.

The purpose of this course will be to acquaint the student with the institution in which he most probably will work. It includes the development of the public school idea, the evolution of the institution, present status of the profession of teaching, ways of improving the profession, means of financing, relation of state, county and community to the public school, and a comparison with private schools.

302. The High School Curriculum.

This course includes a comparison of the modern high school curriculum with the older curricula, a critical study of the curriculum, the modern tendencies toward utilitarian subjects, the relation of the course of study to retardation, elimination, and expense of maintaining the high school.

304. Course of Study for Kindergarten and Grades 1 and 2.

This course is for teachers of experience and advanced students. Topics are: Factors that determine the making of the curriculum for the Kindergarten-Primary; organization of activities and subject matter that unifies and simplifies both the curriculum and the daily program, character of independent seat work and its relative proportion to the recitation period. Emphasis will be placed upon point of contact between subject matter and the child's interests and activities.

305. Mental and Educational Measurements.

This course will consider the recent standards of educational measurements and their value. Students will be familiarized with the system of mental tests employed for detecting mental defectives and as a basis for vocational guidance.

Prerequisite, 111 or 106.

401. Practice Teaching.

This course is required of all candidates for degrees. Observation of classroom management and instruction will furnish the basis for considerable class discussion. Students will be required to make lesson plans, conduct recitations, and write criticisms on the recitation.

402. Supervision and Administration.

This course trains teachers for service in organizing and supervising city and town schools. Subjects along the following lines will be developed: measuring educational products, efficiency standards, qualities of merit and causes of failure in teachers, selection of teachers, and relation of teachers to community.

403. Principles of High School Education.

Fundamental principles of high school organization; reorganized high school; relation of high school to a state system and to a community; articulation with lower and higher institutions; teachers; student organizations; psychology as applied to high school subjects.

404. The Psychology of Learning.

In this course two days per week of double periods will be required for laboratory work and two days for class work. Experiments will be conducted by all students in ways of learning. Especial emphasis will be given to transference, fatigue, and interference. General applications of principles worked out will be made to the learning process in school education.

Prerequisite, 106 or 111.

413. History of Education in the United States.

This course is designed to give a full history of the growth of American education from various ideas brought by the colonists from different European countries. It shows how the European institutions were first transplanted into America and how they were transformed to suit the new conditions of the undeveloped country. It represents the factors that have ever tended to secularize education, shows the origin of our public free school systems, and the rise of our colleges and universities. It pays special attention to America's greatest educators, and to the work accomplished by the educational societies and organizations.

KINDERGARTEN

120. Plays and Games, Story-Telling.

A study of the physical and social values of organized play will lead to a consideration of the various types of games suited to the interests and development of children in the kindergarten and primary grades. Simple rhythmic plays, traditional or folk games, gymnastic games, and games involving the use of toys will be played and discussed from the standpoint of presentation.

A survey of the field of child literature will be made for the purpose of selecting material suitable for use in kindergarten and primary grades. Emphasis will be placed upon the technique of story-telling.

121. Kindergarten Principles and Methods.

An introductory course in kindergarten-primary education. Students will study and observe the natural play activities and interests of little children in the different periods of development. Consideration of the instincts and impulses manifested through play, and the relation of play to work will culminate in a study of play as the chief instrument of early education and a selection of play materials best adapted for educative purposes. Class observations and discussions will lead to a development of principles in regard to the use of these materials.

220. The Kindergarten Curriculum.

The kindergarten curriculum consisting of community life, nature study, manual and art activities, music, physical education, language, and literature will be studied from the standpoints of content and organization. A brief survey will be made of the development of the kindergarten program. Students will make teaching plans. This course should be preceded or paralleled by a course in practice teaching in the kindergarten.

Prerequisites, 120 and 121.

ENGLISH

MR. THOMAS, MR. HARRISON, MR. MILLS
MISS MAHAN

The aim of the instruction in English is to train the student to habits of accurate thought-getting and effective thought-presentation, and to acquaint him with the development of the literature and the language. All along, stress will be laid on the necessity of all the English work functioning intelligently in the teaching process.

ELEMENTARY COURSES

1. Grammar.

Instruction in the fundamentals of English grammar, with special attention to analysis and synthesis of sentences. Oral and written reports on as much easy narrative prose and verse as the needs of the class and the time of the instructor justify.

Text: Kittredge and Farley's *Advanced English Grammar*, Parts 1, 2, 3.

2. Literature, Composition.

Practice in sentence synthesis; incidental instruction in the elements of English composition, especially the sentence and the paragraph as they apply practically to letter writing, business correspondence, and such reproduction work as the student will find necessary in making oral and written reports on the following, which will constitute the main material of the course: (1) selected readings in Greek, Roman, and Scandinavian myths; (2) selected readings in Old Testament narratives; (3) selections from English literature from Shakespeare to Goldsmith.

3. Literature, Composition.

A continuation of English 2, with stress on the reading and reporting on of as many representative selections of English Literature from Burns to Kipling as the instructor deems necessary. Should follow English 2.

4. Elementary Exposition.

Instruction and practice in the organization of expository themes, outlines, reports, summaries, and such readings as the instructor may deem necessary for illustration and practise.

Text: Canby and Opdycke's *Elements of Composition*.

Prerequisite, English 1, 2, 3, or their equivalent.

5. Elementary Argumentation.

This course complements English 4, which is prerequisite to it. Its subject matter is informal argumentation and debating. Stress will be laid more on the determining of the issues and the finding and the ordering of the material than on the actual writing out of formal argument.

Text: Canby and Opdycke's *Elements of Composition*.

Prerequisite: English 4 or its equivalent.

6. Elementary Narration and Description.

This course complements English 4. In it instruction and practice in narrative and descriptive writing will be given, and some consideration will be had of narrative and lyric poetry.

Text: Canby and Opdycke's *Elements of Composition*.

Prerequisite, English 4 or its equivalent.

7. Business Correspondence.

This course is adapted to the needs of those students who wish to take stenography and typewriting. In it the principles of composition as they apply practically to business and office correspondence will be studied, and the student will be afforded abundant and varied practice in business correspondence that demands an application of the four forms of composition. May be taken in the place of English 6 or as an elective.

Prerequisite, English 4 or its equivalent.

14. Types of Literature.

This course may be substituted for English 6 or may be taken as a free elective. Its subject matter will be abundant reading in one or more types of literature, supplemented by class discussions, written reports, and reviews. The material to be studied will be determined by the needs of the class and will vary from term to term.

Prerequisite, English 4 or its equivalent.

17. Fundamentals of Oral English. (See Reading 1.)

COLLEGE COURSES

101. Exposition.

This course is designed to ground the student in the theory, the materials, and the principles of English composition, and to give him practice in expository writing and in making plans, outlines, reports, abstracts, reviews, appreciations, and such other practical work as he will need to know in pursuing his work in this and other departments.

Required of all College Students. Prerequisite to any College Course in English.

Text: Canby's *English Composition in Theory and Practice*.

102. Argumentation.

Complements English 101, with stress on the materials and processes of argumentation, especially informal argumentation.

Prerequisite: English 101. Required of all College Students who have not had English 5 or its equivalent. The latter may, upon consent of the Department, substitute English 113 for English 102.

Text: Canby's *English Composition in Theory and Practice*.

113. Narration and Description.

Complements English 101, with the stress on the materials and processes of narrative and descriptive writing and abundant practice in original writing of those kinds.

Prerequisite, English 101. Open as an elective to all College Students, and as a substitute for English 102 to such students as have had English 5 or its equivalent, and have the consent of the Department to the substitution.

Text: Canby's *English Composition in Theory and Practice*.

103. Representative American Literature.

A survey of the development of American literature, with as much actual reading and class discussion as is practicable.

Prerequisite, English 101, and, preferably, one other course in composition.

Text: Boynton's *American Literature*.

104. Public Speaking and Dramatics.

For a description of the material of this course see Reading 104.

105. Child Literature.

For kindergarten, primary, and intermediate grade teachers. The course covers a critical survey of child literature including Mother Goose, folk and fairy-tales, fables, myths, hero-tales, realistic stories, nature and animal stories, Bible stories, and poetry; sources and standards for selection of material for different grades; acquaintance with juvenile magazines.

207. English Literature from Shakespeare to Thomson.

A study of the development of English literature from Shakespeare to Thomson, with as much actual reading and class discussion of the literature studied as is practicable.

Prerequisite: English 101 and either 102 or 113.

208. English Literature from Thomson to Browning.

A continuation of English 207, which should precede it. As much actual reading of typical selections of the period as is practicable, supplemented by class discussions, reports, criticisms, reviews, appreciations.

Prerequisite, English 101 and either 102 or 113.

203. English Literature of the Last Half-Century.

A continuation of English 208, which should precede it. A study of the trend of the most noteworthy new or recent poetry and fiction. The work will be based on Cunliffe's *English Literature of the Last Half-Century*, and will consist of as much actual reading of the literature of the period as is practicable.

Prerequisite, English 101 and either 102 or 113.

204. Argumentation and Debate.

This course is designed primarily for those who wish to take part in the debating activities of the institution. For fuller description see Reading 204.

301. Advanced Composition.

A constructive course in written and oral composition designed to train the student in the application of the principles of composition to such publicity work as will fall to him to do in his work as teacher, such as newspaper reports and reviews, papers and demonstrated talks before professional associations and social and literary clubs.

Prerequisite, English 101 and either 102 and 113 or their equivalent.

311. History of English Syntax. Old English.

This course should reveal the bearing of Old English on Modern English syntax. The work will be based on Smith's *Old English Grammar* and a rapid survey of Nesfield's *English Grammar, Past and Present*.

Required of all students who are majoring in English.

Prerequisite, English 101 and either 102 or 113 or their equivalent.

312. History of English Syntax. Middle English.

A continuation of English 311, which should precede it. Special attention to the reading of Chaucer and to the development of Modern English syntax.

Required of all students majoring in English.

303. American Poetry Since 1900.

A study of the trend of American poetry since 1900, with especial

consideration of the work of Frost, Sandburg, Robinson, Masters, Lindsay, Amy Lowell, Sara Teasdale, and others.

Prerequisite, English 301 and two (2) courses in literature of College rank.

313. The American Short Story.

A consideration of the trend of the American short story since 1900, with abundant reading of selected specimens.

Prerequisite, English 103, 301, and 113.

401. The Drama Before Shakespeare.

A study of the origin and development of the drama, with as much reading of typical specimens as is practicable.

Prerequisite: English 311.

402. Shakespeare.

Reading and study of selected comedies and tragedies not studied in the previous courses.

Prerequisite, English 312.

403. Modern Drama.

Types of dramatic art from Ibsen to the present.

Prerequisite, English 301.

406. The Teaching of English.

A professional course for those who wish to teach the subject in the high school or the grades, involving a study of the place of the English teacher in the schools, his problems and some proposed solutions of them, and the collection and arrangement of non-text-book material that may be of practical use to him in meeting the demands made upon him.

GERMAN AND FRENCH

MR. NOLLE, MISS TILDEN

While the reading of carefully chosen, inspiring texts is emphasized, the aim in each German course is to provide as much training as possible in all the disciplines of modern language study: reading, grammar, conversation, and composition. In a general way the student is expected to gain ability to read with fair fluency, a better understanding of the grammatical structure of both the English and the German languages, some ability to speak and understand German, some knowledge of the literature, the history, the manners and customs of Germany and the Germans. In each course after the first year a definite amount of outside reading will be assigned. Learning to sing German songs will form a part of the work in all the courses.

The aim of the instruction in French is the acquisition of a ready personal command of the language both spoken and written. With this aim in view, constant stress is laid on the acquirement of fluency in reading, writing, and speaking French. As far as practicable, the elements of grammar will be taught through the medium of the language itself.

GERMAN

ELEMENTARY COURSES

1, 2, 3. First Year German.

This course in German for beginners comprises elementary grammar and easy reading, with practice in speaking and writing German. a. Grammar: Drill in the elements of grammar, the use of the cases, the declension of nouns and adjectives, the conjugation of weak and strong verbs, the use of prepositions. b. Reading: Easy readers, short poems, folk songs. c. Composition: Oral and written exercises based on grammar study and reading.

4, 5, 6. Second Year German.

a. More advanced grammar. Review of first year work in grammar. b. Reading: Storm's Immensee, Wildenbruch's Das edle Blut, and other short stories by good authors, short plays, selected poems, biographical and historical selections. c. Composition: oral and written exercises in connection with grammar study and text read, letters.

Prerequisite, 1, 2, 3, or their equivalent.

COLLEGE COURSES

101, 102, 103. Beginning Course in German.**201, 202, 203. German Reading, Syntax, and Composition.**

Prerequisite, 101, 102, 103, or their equivalent.

301. Advanced Reading, Syntax, and Composition.

A continuation on a more advanced basis of the language discipline of courses 101-203; introduction to difficult modern German prose.

Prerequisite, 201, 202, 203, or their equivalent.

302. Masterpieces in Modern German Drama and Lyrics and Novel.

An introduction to the study of and aesthetic appreciation of German literature on the basis of an intensive and critical study of works representative of the three main fields of literature—the lyric, the epic (novel), and the drama.

Prerequisite, 201, 202, 203, or their equivalent.

303. Heine.

Selected lyrics and prose writings.

Prerequisite, 201, 202, 203, or their equivalent.

401. Lessing.**403. Schiller.****405. Goethe.**

Selected lyrics and dramatic and prose writings.

407. Goethe.

Faust.

408. The German Drama of the Nineteenth Century.**421. The Teaching of German.**

New methods and their application to pronunciation, grammar, and reading. Textbooks.

Any other courses in German language and literature will be arranged if the needs of the students require it.

FRENCH

COLLEGE COURSES

101, 102, 103. First Year French for College Students.

201, 202, 203. Second Year College French.

Advanced reading, composition, and conversation.

Prerequisite, 101, 102, 103.

301. The Classical Drama.

Prerequisite, 201, 202, 203.

302. Romanticism.

Prerequisite, 201, 202, 203.

303. Drama.

From 1850 to the present time.

Prerequisite, 201, 202, 203.

304. The Short Story.

Selections from Maupassant, Dauded, Mérimée, Balzac, and others.

Prerequisite, 201, 202, 203.

305, 306. The Novel.

Prerequisite, 201, 202, 203.

HISTORY

MR. BIRDWELL, MR. ARNOLD, MISS MURPHY

ELEMENTARY COURSES

1. United States History to 1789.

A careful survey of the colonial and revolutionary periods of American history. Close attention will be given to the proper methods of studying history. Simple library problems will be attempted.

2. United States History from 1789 to the present time.**3. Civics.**

A course in practical citizenship. Special attention will be given to the ordinary community institutions and the student's relation to them. The course will be made practical, students being required to give attention to live community problems.

4. Nineteenth Century European History.

This course will begin with the French Revolution and will cover the more important problems of European states during the nineteenth century, special attention being given to those problems whose influence is operative in the affairs of the United States.

5. Modern Problems.

This course may be elected in place of History 4 or in some cases in addition thereto. It will be an effort to get acquainted with the elementary phases of live public problems as revealed in current literature. Special attention will be given to the use of the library and the ordinary guides and indexes. Students will be taught some of the simpler principles of historical workmanship and will be expected to write a paper showing a thorough study of some question.

6. Modern European History.

This course will cover the period from the Discovery of America to the French Revolution. It may be elected in place of History 4, or, in some cases, in addition thereto.

COLLEGE COURSES

102. The History of Greece.

This course will comprise a brief survey of the oriental nations and a careful study of the institutional life of the Greeks. Much attention will be given to their artistic and literary achievements.

103. The History of Rome.

A thorough study of the political achievement of the Roman people. The big social, economic, industrial, and political problems of the Roman people will be carefully considered.

104. Medieval History.

The object of this course is to give students a broad, sympathetic insight into the lives of their ancestors from the fourth century to the end of the fifteenth. A considerable amount of collateral reading will be demanded and a thorough study of the rise of national states in western Europe will be undertaken.

105. Current History.

A study of present day problems. Open to all college students, but can be offered only one time for credit. The best methods of historical workmanship will be developed. The aim of the course is to prepare for intelligent leadership in the solution of live and pressing problems.

106. Industrial History of Modern Europe.

This course will consist of a careful study of the industrial problems confronting the people of western Europe during the past hundred years, special attention being paid to the industrial development of England, France, and Germany.

109. Texas History.

This course will be a comprehensive study of the making of Texas. While the narrative will not be lost sight of, yet a serious effort will be made to investigate the development of the institutional life of the State, the social and industrial problems confronting our people today, and the most intelligent method of solving these problems. The main object will be to fit the future teachers of Texas for constructive leadership.

110. American History—The Colonial Period.

A rather comprehensive study of the problems of colonial America. An effort will be made to determine the physical and spiritual endowments of the Europeans who found homes on the American continent, and how through stress of difficult circumstances such endowments were transformed into American ideals.

111. American History—Formation of the Union.

A study of the American Revolution and of the growth of nationalism, comprehending the period from 1763 to 1828.

206. English History.

This course covers the period from the earliest time to the death of Queen Mary, emphasis being laid on the development of England's social and political institutions.

207. English History.

From the accession of Queen Elizabeth to the present time. In this course, special attention is given to the growth of the present English system of parliamentary government, with frequent comparisons between the English and the American practice.

208. Modern Europe.

Eighteenth century Europe; the evils of the ancient regime in France; the decline of the French monarchy; the Diplomatic Revolution; the growing power of Prussia; the world-wide dominion of England; European background of the American Revolution; the French Revolution and the Napoleonic Period.

209. The Teaching of Elementary History.

In this course an earnest effort will be made to find the place of history in the elementary school curriculum and the results in terms of life and conduct that follow a course in elementary history. A rather extensive survey of the literature bearing on the teaching of elementary history will be made. Special attention will be given to the reorganization of the subject matter of history to adjust it to the needs of the elementary school.

301. Modern Europe—From 1815 to the present.

A critical study of nineteenth century European history. The many points of contact of this wonderful century and the Great War will be stressed and carefully studied. The jealousies and resulting friction, the peculiar educational systems and their purposes, the different types of efficiency of the various European nations, will furnish an abundance of interest.

312. American History. The Period of Sectionalism.**313. American History. The Period Since the Civil War.**

History 312 and 313 are meant to be comprehensive studies of the periods indicated. Much collateral reading will be demanded. History 313 will inquire into the industrial development of the United States within the past twenty-five years, and a careful study will be made of how the people of the nation have tried to solve their manifold economic, social, and industrial problems.

302. European Institutional History.

Such a study of the economic, political, and social institutions of European nations, and especially England, as will make the institutions in America have a greater significance to students of American history.

415. Political Science.

A careful study of the fundamental principles of government. National, state, and municipal problems will be considered.

416. The Teaching of History.

A careful survey of the literature on the subject of the teaching of history; the elementary principles of historic criticism; directions and practice in historic workmanship; the problem method of presentation, etc. In addition, each student will be required to make an intensive study of a limited period of American history and work out a careful method of presentation. Much attention will be given to history in the grades.

417. The Old South.**418. The New South.**

History 417 will give attention to the economic and industrial institutional life of the South which differentiated it from other sections. Special attention will be given to the South's contribution to the life of the nation. The culmination of the course will be an exhaustive study of the development of the mental situation in both North and South which made the Civil War inevitable.

History 418 will undertake to comprehend the reorganization, the transformation, the redemption of every phase of Southern life.

419. Latin America—Colonial.

A study of Spanish and Portuguese discoveries, explorations, and colonizations in the Western Hemisphere, the development of a colonial system, and the transplanting of Latin civilization and its institutions from the Old World to the New.

420. Latin America—Revolutionary and Independent.

A comprehensive view of the Latin-American countries, extending from their general movement for independence at the beginning of the nineteenth century, through their stages of national development, and ending with their present problems and prospects.

History 419 and History 420 are of peculiar interest and value to students of today in view of the fact that the cultivation of closer relations with the nations south of the United States is now one of the chief concerns of the American people.

HOME ECONOMICS

MISS THOMPSON, MISS DAVIS, MISS RATHBONE, MISS GRIFFIN

ELEMENTARY COURSES

1. Clothing.

An elementary study of clothing, selection and construction including hand and machine problems.

2. Foods.

An elementary study of foods from the standpoint of selection, care, production, and preparation.

3. The Home.

Its care. Location, furnishing and care of the rooms of the home.

COLLEGE COURSES

103. Home Decoration.

House planning; theory of color and its application in home decoration; furnishings from a sanitary and artistic standpoint.

110. Clothing.

An elective course in sewing, emphasizing selection and construction of simple undergarments and a wash dress.

111. Foods.

An elective course in Foods where selection, preparation, and serving are considered.

201. Clothing.

Continuation of course 110. Problems are fancy wash dress, tailored waist, and hand problems, using original designs.

211. Foods.

Continuation of course 111. Presenting more advanced problems in selection and preparation.

151. Foods.

A detailed experimental study of Foods and the general principles of cookery.

152. Foods.

Continuation of course 151.

153. Foods.

Continuation of course 152. The latter part of the course is given to a study of selection, marketing food products, and invalid cookery.

154. Clothing.

This course deals with the fundamental principles of selection and construction. It gives practice in hand and machine sewing, the use of drafted and commercial patterns, in the making of undergarments. The hygienic, economic, and related textile problems are studied.

251. Clothing.

Continuation of course 154. The problems are a waist, tailored skirt, and a simple wash dress.

252. Clothing.

The problems are Hofflin suit and a serge dress.

253. Clothing.

Problems are a silk waist, a study of children's and infants' clothing, and renovated problems.

254. Foods.

A course in elementary Dietaries and Meal Planning. Planning, preparation, and serving of meals for the family with relation to cost and nutritive value of the foods, time and labor involved in preparation and service.

255. Theory of Teaching Home Economics.

Consideration of the function of Home Economics in elementary and secondary schools from the standpoint of equipment, courses of study, and methods of presentation.

351. Textiles.

A study of fabrics from the standpoint of the consumer, with microscopic and chemical analysis of fabrics, dyeing, laundry, and special problems.

352. Costume Design.

A study of dress from the artistic, historic, economic, and hygienic standpoint. Application of principles of design to silhouette, proportion, line, and color.

353. Advanced Clothing.

A study of intensive work in cutting and fitting. Problems are a wash tailored suit and a fancy dress.

354. Nutrition and Dietaries.

A study of the processes of digestion, metabolism, and the nutritive requirements of the body. A study of food requirements of individuals and families, with special consideration to the food of children and the problem of malnutrition.

355. Nutrition and Dietaries.

This course continues the work of course 354 with special reference to diet in disease.

356. Food Chemistry.

Study of the chemistry of fats, carbohydrates, proteins, ash constituents, with special emphasis upon the composition and nutritive value of such foods as meat, flour, milk, butter, etc. The laboratory work is partly qualitative and partly quantitative.

Prerequisite, Organic Chemistry.

451. Sanitation.

A study of the sanitary conditions of the home and its surroundings.

452. Household Management.

A study of the elements of successful home making; the woman and the standard of living; her rôle of spender, with budget studies. Her responsibility to the family and the community.

453. Practice House.

At periods during the year senior students will live in the practice house in order to work out problems of household management. The work of the household will be divided among students in residence. This arrangement will provide for practice in each of the following duties: hostess, cook, waitress, maid, laundress. The purpose of the work will be to give practical experience in buying, household accounting, planning and serving meals, and other problems in the management of a home.

454. Experimental Cooking.

This course offers an opportunity to study special problems in food preparation.

455. House Planning and Furnishing.

The aim of this course is to give the student standards by which to judge modern homes and furnishings.

456. Millinery.

Selecting, designing, and constructing appropriate hats. Renovation of materials and trimmings; remodeling old hats. Care of hats. Millinery as a trade for women.

COURSES OF STUDY IN VOCATIONAL HOME ECONOMICS

COLLEGE FRESHMAN

| | Hours |
|--|-------|
| Clothing (Sewing and Textiles)..... | 3 |
| Foods (Preparation and Cooking)..... | 9 |
| English (Exposition, Argumentation, Public Speaking, and Dramatics) | 9 |
| Chemistry (General) | 6 |
| Education (Educational Psychology)..... | 3 |
| Elementary Design | 3 |
| Household Physics | 3 |
| Biological Science (General Biology)..... | 6 |
| Elective | 3 |

 45

COLLEGE SOPHOMORE

| | Hours |
|---|-------|
| Clothing (Dressmaking and Drafting)..... | 9 |
| Foods (Elementary Course in Dietetics)..... | 3 |
| Chemistry (Organic, Physiological)..... | 9 |
| English (Advanced Composition, Contemporary Literature).. | 6 |
| Designing | 3 |
| History (Industrial History of Modern Europe, American His- tory Since the Civil War)..... | 6 |
| Education (Principles of Teaching)..... | 3 |
| Elective | 6 |

 45

COLLEGE JUNIOR

| | Hours |
|---|-------|
| Theory of Teaching Home Economics (Equipment, Methods, Course of Study)..... | 3 |
| Clothing (Textiles and Tailoring)..... | 9 |
| Foods (Dietetics, Invalid Cookery)..... | 6 |
| Chemistry (Quantitative Analysis)..... | 6 |
| Education (History of Education in Modern Times)..... | 3 |
| Psychology (The Psychology of Learning)..... | 6 |
| Bacteriology (Classroom and Laboratory Bacteriology)..... | 6 |
| Elective | 6 |

 45

COLLEGE SENIOR

| | Hours |
|---|-------|
| Household Management (Theory and Practice of Furnishing a Home)..... | 9 |
| Practice Cottage (Application of Household Management) .. | 9 |
| Sanitation | 9 |
| Dietaries and Nutrition..... | 9 |
| Practice Teaching in Home Economics..... | 9 |
| Sociology (Constructive Rural Sociology, Principles of Pure Sociology) | 6 |
| Millinery (A Study of the Practical and Artistic in Millinery) | 3 |
| Elective | 9 |

LATIN

MR. TANNER

ELEMENTARY COURSES

1, 2, 3. Bennett's First Year Latin.**4, 5, 6. Caesar.**

Selections from the Gallic Wars, with grammar and prose composition.

COLLEGE COURSES

101. College Course for Beginners.

Inflections and easy translations.

Prerequisite, Freshman college standing.

102. Continuation of Beginners' Course.

Elementary syntax, reading, and composition.

Prerequisite, 101 or equivalent, with Freshman college standing.

103. Selections from Caesar and Other Latin Writers.

Accompanied by composition and by drill on inflections and syntax.

Prerequisite, 102 or equivalent, with Freshman college standing.

104. Review of Grammar and Caesar.

Designed for those who present only two entrance units in Latin and who feel their need of reviewing the essentials of the elementary courses; also for those who have completed courses 101, 102, and 103.

Students who satisfactorily complete this course will be permitted to take Latin 106, but without credit for 105.

105. Cicero.

Selected orations with grammar and prose composition. Designed for those who present three entrance units in Latin and for those who have completed Latin 6. Students presenting only two entrance units will be admitted to this course only upon the approval of the head of the department.

106. Cicero and Sallust.

The history of the Catilinian conspiracy as presented in selections from the above authors. Regular exercises in prose composition accompany the translation.

Prerequisite, 104 or 105.

107. Virgil.

Books I and II of the Aeneid, with study of scansion and mythology.
Prerequisite, 106.

110. Mythology.

The myths of Greece and Rome constitute the major part of this course, but a few lessons are given in the myths of other nations.

College credit will be given for this course, but it will not absolve three of the eighteen hours in a foreign language required for the B. A. Degree in Education. It is required of all students majoring in Latin.

No Latin prerequisite. Offered only in the Winter term.

201. Virgil.

Books III, IV, and V of the Aeneid, with scansion.

Prerequisite, 107 or four entrance units in Latin.

202. Virgil and Ovid.

Book VI of the Aeneid and selections from Ovid.

Prerequisite, 201.

203. Horace.

Odes and Epodes.

204. Composition and Grammar.

Designed for prospective teachers of Latin. Meets once a week throughout the year. Three term-hours credit.

Prerequisite, 107 or four entrance units in Latin.

205. The Latin Short Story.

Stories from Cicero, Aulus Gellius, and Apuleius. Offered only in the Spring term.

Prerequisite, 106 or equivalent.

301. Horace.

Satires and Epistles.

302. Latin Historians.

The selection of authors for reading varies from year to year, the range of choice including Livy, Sallust, Nepos, and Caesar.

303. Cicero.

De Senectute and De Amicitia.

401. Latin Plays.

Selected plays from Plautus and Terence.

402. Tacitus.

Agricola and Germania.

403. Catullus.

Select Poems.

404. Teacher's Course in Caesar, Cicero, and Virgil.

Offered in Spring and Summer terms.

Prerequisite, 201 or equivalent.

MANUAL TRAINING

MR. DENMAN

The purpose of this department is to prepare teachers of Manual Training for the schools of the State, and to give training along industrial lines to such other students as desire it. The department is unusually well supplied with equipment for teaching the work outlined, and an effort is made to prepare students to meet the problems they will find in the rural and city schools of Texas. The equipment for wood work includes the following: 18 benches, with general and individual tools for 54 students, 6 motor head lathes, universal saw bench, 36-inch band saw, 12-inch jointer, 24-inch surfacer, hollow chisel mortiser, belt sander, electric glue heater, and material and equipment for assembling and finishing work. The machines are all driven by individual motors and are equipped with modern guards. The equipment for metal work includes down draft forges, benches, hand tools, and machines for handling a class of 12 students in general metal work. In the drafting room 24 tables are provided with drawing boards, instruments, and lockers for 72 students. The courses in this department are open to women as well as to men.

ELEMENTARY COURSES

1. Mechanical Drawing.

A beginning course for those who expect to take further work in Manual Training, as well as for students from other departments. The ground covered will include lettering, geometric constructions, and working drawings of the kind usually taken up in high school courses.

2. Bench Woodwork.

A beginning course consisting of instruction and practice in the use of common woodworking tools and the simpler forms of construction. Special attention will be given students electing woodwork for only one or two terms as well as students taking all the work offered.

3. Mechanical Drawing and Bench Work.

The work of this term will include the design and construction of individual problems. A further study is made of the materials and tools used, and some outside reading will be required. Some previous training in both bench work and mechanical drawing will be required.

Prerequisites, 1 and 2.

4. Manual Training for Rural Schools.

A beginning course for teachers of rural schools where no manual training work is offered but where it could be conducted on a limited scale. A study of necessary tools and materials will be made, a suitable course of study worked out, and some bench work done.

5. Elementary Woodwork.

This course is designed to meet the growing demand for practical construction work in the fifth and sixth grades. The problems will include simple and mechanical toys, doll and playhouse furniture. This is an interesting course and may be elected without prerequisites.

COLLEGE COURSES

101. Mechanical Drawing.

This course is offered to first year college students who have had little or no experience along this line. The work given will be similar to that offered to first year students in engineering courses.

102. Bench Work in Wood.

This is a course in beginning woodwork. It consists of the study of hand tools and hand tool processes. The work will deal largely with the problems of high school teaching. Special attention will be given to the demonstrations and methods of presentation. Daily readings will be required.

103. Advanced Benchwork and Wood Turning.

This course will consist of the study of simple problems of joinery, the construction of simple furniture, and the study and practice of, wood-turning processes.

Prerequisite, 2 or 102, or equivalent.

201. Machine Drawing.

A study of the methods of representing standard details will be made and both detail and assembly drawings of some simple machines will be required. Students will be taught the best methods of drafting room practice.

Prerequisite, 101.

202. Pattern Making.

A study of the principles of pattern making, such as shrinkage, draft, finish, coring, split patterns, and loose patterns, and the construction of typical patterns. Sufficient experience with molding will be provided to give meaning to patternmaking practice.

Prerequisite, 101 and 102.

203. Furniture Construction.

A course dealing with the problems of design, construction, and finishing of furniture. The care and use of woodworking machinery will be taught. The course is planned for those who wish to teach in high schools or trade schools or classes.

Prerequisites, 101 and 102, or equivalent.

204. Organization and Teaching of the Manual Arts.

The problems of planning courses, selecting and installing equipment, ordering and caring for supplies, organizing teaching material and presenting work to different classes of students will be taken up. Plans for work in special types of schools will be studied. Demonstration and observation work will be provided.

Prerequisites, 101, 102, and 203.

205. Household Manual Arts.

An elementary course in woodworking based on the problems which arise in the home. Information and practice will be given in the repairing and finishing of furniture and in treatment of floors and interior woodwork. The work will consist largely in the making of labor saving devices for the home.

206. Architectural Drafting.

This course consists of architectural lettering, study of types of buildings and roofs, study and drawing in details of construction, architectural perspective, and individual planning of modern homes.

301. Tools and Materials.

A study of woodworking tools, their care and use, and how to sharpen them; woods, their characteristics and uses; finishes and their application; and the sources of supply for construction materials. There will be laboratory work in the sharpening of tools and in setting up of machines. The lectures will be illustrated.

302. General Metal Working.

This course is designed to meet the growing demand for greater variety of work in the high school, and to give to students a little experience with materials other than wood. Elementary work will be given in forging, bench metal, and sheet metal. This type of work is recommended for a unit's work in the high schools where elaborate equipment is not available for machine shop.

303. Carpentry.

A course intended to give information and practice in the principles of house and barn framing. Typical structures will be built.

Prerequisite, 102 or equivalent.

MATHEMATICS

MR. BROWN, MISS SAYERS, MR. SEWELL, MR. FERGUSON

1a. Elementary Algebra.

For beginners.

1b. Elementary Algebra.

Continuation of 1a.

2. Elementary Algebra.

A review of the elementary principles of algebra, factoring, simultaneous equations, graphs, square root, radicals, quadratics, and theory of exponents.

Prerequisite, the completion of one year's algebra in an approved high school, or satisfactory examination in algebra to simple indeterminates.

4. Elementary Algebra.

A continuation of 2 with advanced work in factoring, fractions, radicals, the binomial theorem for positive integral exponents, linear and quadratic equations with graphing, ratio and proportion.

3. Plane Geometry.

Book I.

5. Plane Geometry.

Book II and Book III to constructions.

6. Plane Geometry.

Completed.

7. Plane Trigonometry.

A high school course in Plane Trigonometry.

8. Solid Geometry.

A high school course in Solid Geometry.

9. Advanced Algebra.

A high school course in Advanced Algebra.

20. Advanced Arithmetic.

A course in which rapidity and accuracy of calculation are stressed

COLLEGE COURSES

115. Advanced Plane Geometry.

In this course reciprocal and converse theorems are emphasized and much attention is given to the solution of original exercises.

109. College Algebra.

Prerequisites, 4 or 9 or their equivalents.

107. Plane Trigonometry.

Course 109 should be taken up before 107, but by special permission of the teacher, 4 or 9 may be accepted as prerequisite.

112. Teaching Arithmetic.

This course considers the best methods of presenting certain fundamental subjects required in the eight grades of the elementary school, with the application of arithmetic in modern business life. The aim is to relate the arithmetic to the child's every-day life and to his future needs.

208. Solid Geometry.**210. Analytical Geometry.**

Introductory course in plane analytical geometry.

Prerequisite, 107.

214. Plane Surveying.

Prerequisite, 107.

216. Descriptive Astronomy.

In connection with the descriptive part of the course some of the simple astronomical calculations and some telescopic observations will be made.

Prerequisite, 107.

310, 320.

An intensive course in plane analytical geometry.

Prerequisite, 107 and 109.

313. The Teaching of Secondary Mathematics.

Lectures, discussions, and practical work designed to give the prospective teacher the best methods relating to high school arithmetic, algebra, geometry, and trigonometry.

314. Advanced College Algebra.

This course is a continuation of 109, giving more intensive work in the theory of equations, complex numbers, series, and graphing special curves.

411, 421, 431. Elementary Differential and Integral Calculus.

In 431 special attention is given series and definite integrals. No credit will be given toward a degree for less than two units in calculus.

Prerequisites, 210 or 310.

413. History of Mathematics.

A study in the development of the various branches of mathematics. Prerequisites, at least one term in analytics.

MUSIC

MISS BUTLER

ELEMENTARY COURSES

1. First Course in Music.

In this course the text used presents material suitable for the first, second, and third grades of the Public Schools. It is studied both technically and pedagogically. A considerable amount of victrola music will be given for its art value.

2. Rote Songs.

This course offers training in songs suitable particularly for primary and elementary grades, together with methods in their presentation.

3. Continuation of 1.

In addition, sight reading of songs written for soprano and alto, study of the structure of major scales and their relative minors, chromatics, and their methods of representation.

Continued work in music appreciation by means of victrola and other music.

4. Rote Songs.

This course offers training in songs suitable for intermediate grades together with method and practice in presentation.

Not more than two units of music may be counted for credit in the First and Second years of the Normal School.

COLLEGE COURSES

In partial fulfilment of the requirements for graduation, a student may offer a total of not more than twenty-four term hours in music; he may offer a minor of eighteen term hours in music, and may in addition offer for credit six term hours for work in the band, orchestra, glee club, or Liberty Chorus, or in instrumental music as offered under the auspices of the department of music. Work in the band, orchestra, glee club, or Liberty Chorus, or in instrumental music may be offered for credit only when offered as free electives; all other courses may be offered for credit as free or related electives or as credit toward a minor in music.

101. Beginners' College Course in Music.

Review of fundamental principles of singing, sight reading, scales, etc. This course is especially designed for college students who have had no previous training in Public School Methods. Texts will cover the work of the first five grades of Public Schools.

103. First College Course in Music.

This course uses many of the world's best ballads and simpler arias from operas. It forms an introduction to music anthology through works of recognized song writers of all nationalities.

Prerequisite, 1, 3, or 101.

104. Second College Course in Music.

This is an advanced course in sight reading, using all keys. Choruses in three and four parts.

Prerequisite, 3 or 101.

205. Music History.

This course begins with the work of Bach and Handel, and concludes with work of present day composers. The work of each composer will, when practicable, be illustrated by means of victrola records, piano, violin, and vocal solos.

206. Music History, Ancient and Medieval.

This course considers origins of music, music of ancient and medieval periods. Illustrated when practicable.

207. Advanced Course in Rote Songs.

Rote songs for all grades of Public Schools, together with methods and practice in presentation.

208. Glee Club.

Open to those boys who have at least moderately good voices and who have had some practice in part singing. The Glee Club will rehearse once a week throughout the year. This work will constitute a full unit.

209. Liberty Chorus.

Chorus work of advanced nature. Membership may be had only upon consultation with music director. The chorus will meet once a week throughout the year. This work will constitute a full unit.

Band and Orchestra.

Both a band and an orchestra will be organized with work on same

basis as that of Glee Club and Liberty Chorus. All who have band or orchestra instruments should bring them when coming to the College.

210. Orchestral Work.

One rehearsal each week throughout the year. This course will constitute a full unit and *may be chosen as an elective.*

211. Band Work.

One rehearsal each week throughout the year. This course will constitute a full unit and *may be chosen as an elective.*

307. Professional Course in Rote Songs.

This course uses class in Music 207 for purposes of illustration.

308. Brief Course in Harmony and Composition.

DEPARTMENT OF PIANO

MISS STEVENS

COURSE OF STUDY

Elementary: Matthew's Graded Studies, books I and II; Czerny, School of Velocity, op. 299, Book I; Sonatinas by Dussek, Kuhlau, Clementi and others; Easier compositions of Bach; Compositions by Lynes, Heller, Schumann, Schubert and others of the classic and modern schools.

Intermediate: Czerny, op. 299 continued; other studies by Duvernoy, Loeschorn, Heller, Beringer; Bach, Two and Three Part Inventions, also Eighteen Little Preludes and Fugues; Sonatas by Mozart, Haydn and Beethoven; Compositions by Mendelssohn, Chopin, Grieg, Moszkowski, Schubert, Schumann, Debussy, Saint Sæns and others.

Advanced: Czerny, op. 740; Cramer; von Bulow; Clementi, Gradus ad Parnasum, Joseffy, School of Advanced Piano Playing; Bach, well-tempered clavierchords, sonatas and concertos by Mozart, Beethoven, Schubert. Concert compositions by masters of the classic and modern schools.

Recitals will be given each month to accustom pupils to playing in public.

The progressive Series of Instruction will also be used.

Terms: Per month, two lessons a week, one-half hour each, \$10.00, payable in advance.

The Board of Regents does not make provision for instruction in instrumental music. The Normal College, however, recognizes the place that such instruction may rightfully claim in its curriculum; upon authority granted it by the Board of Regents, it therefore makes provision for instruction in piano for those who are willing to pay the tuition fee necessitated under this arrangement.

For successful completion of a term's work as provided for under this arrangement, a student will receive one term-hour's credit. Courses are open to both College and Sub-College students.

Miss Stevens has taught large classes the past five years and all of her pupils make unusual progress. Since receiving her degree from the Southwestern Conservatory of Music, where she studied piano with Mrs. K. B. Peebles, she has supplemented her work in Piano with Mr. Albert von Doenhoff, New York City, and in Harmony and Counterpoint with Mr. A. W. Lilienthal, also of New York. Both of these teachers commend her most highly as a capable and thorough teacher.

PHYSICAL EDUCATION FOR MEN

MR. STRAHAN

The purpose of the course is to prepare and equip students for work in Physical Education either as a specialty or in combination with other teaching subjects. Especial emphasis is laid on preparation for coaching football, basket ball, baseball, and track teams.

In athletics the Normal College is represented in the following sports: Football, Basket Ball, Baseball, and Track. In addition class games are organized and played in the following sports: Football, Basket Ball, Baseball, Track, Handball, Tennis, and Volleyball.

Physical Education is required for the first two years of residence work, two hours per week. One may choose from any of the above sports or from P.E. 1, 2, or 3. One third credit per term is given for this work. Six credits in all are required. Regular members of the college football, basket ball, baseball, and track teams are allowed two-thirds credit for each sport.

1. Gymnastics and Calisthenics.

Winter Term.

Apparatus work, free gymnastics, and setting-up exercises. Practice work in conducting the class.

2. Games and Playground Supervision.

Spring Term.

Athletics for any sized school. Basket Ball, Volleyball, Handball, Track, and Recess Games. Recommended for those who are going to teach before obtaining their degree.

3. Swimming.

Fall and Spring Terms.

One of the requisites of a man is to know how to swim. Men who are unable to swim will be taught how.

101. The Principles of Physical Education.

Fall Term.

History, aims, systems, management, etc.

201. Anatomy.

Winter Term.

Covers such portions of the subject as are most closely related to physical development. Charts, skeletons, and living models are used. An animal, such as a cat, will be dissected by the class. Massage and Anthropometry to be considered.

202. Applied Physiology.

Spring Term.

Presents the essential physiological facts with reference to their application in athletics and exercise.

301. The Theory of Football.

Fall Term.

The object of the course is to instruct men how to coach a football team as a unit and how to coach for the individual positions. Fundamental points are explained so far as possible by actual playing and physical demonstration. Prerequisite, some knowledge of the game gained by playing.

302. The Theory of Basket Ball and Baseball.

Winter Term.

The course covers all the essentials of the games in theory and practice. Some knowledge gained through playing is a necessary prerequisite.

303. The Theory of Track and Field Work.

Spring Term.

The course is designed to teach prospective coaches methods used in coaching a track team. The work will consist of theoretical study of all events and of practical demonstrations studying the form in execution, pointing out the mistakes and showing the methods for correction. No previous knowledge of track work is necessary.

A student may elect and count towards a certificate, diploma, or degree six term hours of Physical Education in addition to the two years required.

PHYSICAL EDUCATION FOR WOMEN

MISS HINES

Physical education is required of all students during the first two years of attendance in school, and is marked and credited as are other subjects. Those who are temporarily disabled or physically unfit for certain parts of the work are expected to be present and gain some knowledge of it by observation.

Students will not be permitted to engage in strenuous exercises that are beyond their strength, but will be encouraged to take part in the games that are adapted to them. All work is planned to be of educational and recreative value. The purpose is to produce poise, control, lightness, strength, and relaxation.

All courses consist of two classes a week, and receive one-third of a unit's credit each.

1. Games.

This course consists of a study of the educative value of play, and gives to the student teacher a series of indoor and outdoor games suitable for different grades and ages. A collection of "still," rainy day, seat, and gymnastic games will be emphasized, and much attention will be given to playground organization.

2. Games and Gymnastics.

Swedish gymnastics, setting up exercises, gymnastic games, singing games.

3. Games and Gymnastics.

Continuation of course 2, and folk dancing.

Prerequisite, 2.

4. Folkdancing.

Folkdancing, esthetic and rhythmical exercises.

Prerequisite, 3.

5. Folkdancing.

Continuation of course 4.

Prerequisite, 4.

Courses from 2 to 5 are arranged to follow one another in regular order and to fit the student through gradual development to do a high grade of work and to know something of the origin and history of the different games and dances.

6. Swimming.

The swimming pool at "Riverside" will be open to students for pleasure, when the weather will permit, in the fall and spring quarters. It will be open for credit in the summer quarter.

7. Basket Ball.

Regular practice twice a week during fall and winter quarters.

8. Volley Ball.**9. Tennis.****10. Cross Country Walking.****11. Archery.**

Bows and arrows furnished by the school.

Teams are organized each quarter in the courses 9 to 13, but students will be encouraged to continue in the work chosen until some degree of proficiency has been attained.

101. Classic Dancing.

Esthetic, classic, interpretative, national, characteristic, folk, and contra dancing.

Prerequisite, 2, 3, 4, 5.

102. Classic Dancing.

A continuation of course 101.

In both of these courses special attention will be given to the psychology of the dance.

121. The Principles of Physical Education.

Fall Term.

History, aims, systems, management, etc.

221. Anatomy.

Winter Term.

This course will cover such portions of the subject as are most closely related to physical development.

222. Applied Physiology.

Spring Term.

This course is designed to present the essential physiological facts with reference to their application in physical training.

321. Theory.

Spring Term.

This course is designed to meet the needs of those who desire to prepare themselves for physical education teachers either as a specialty or in combination with other teaching subjects. Definite attention will be given to: Playground Conduct and Management; Principles of Coaching and Training; First Aid to the Injured; Technique of Athletics.

PHYSICS

MR. VERNON

ELEMENTARY COURSES

1. **Mechanics and Electricity.**2. **Heat, Light and Sound.**

These courses include the material usually given in a First Course in Physics.

3. **The Gasoline Automobile.**

The subject matter of this course is the theory, construction, and action of stationary and automobile engines. Students are required to do practical work with engines, motors, dynamos, storage batteries, etc.; and to understand the principles of physics applied in each case.

Prerequisite, 1 or its equivalent.

COLLEGE COURSES

101. **Mechanics.**102. **Heat, Light, Sound.**103. **Electricity and Magnetism.**

These three units make up the first college year in this subject. Much laboratory work of quantitative nature is required and the student is helped to an appreciation of the character of physics as an exact science. Much attention is given to the practical applications of the principles studied, and an effort is made to lay a real foundation for further work in physics.

201. **Heat.**202. **Electricity and Magnetism.**203. **Mechanics.**

These three units in physics deal with the subjects studied in a more advanced way than is attempted in the courses 101, 102, 103. The work is rigidly quantitative in character, and the problems investigated are such as demand application of the principles of mathematics and of exact measurements to the study of physical relations and phenomena.

208. General Physics.

A course in Physics introductory to Physics 404, for students who are required to take Household Physics but have had no previous training in Physics.

209. Physics of the Household.

These courses are especially planned to meet the needs of students majoring in home economics. The principles of heat, mechanics, light, and electricity as applied in the modern home, will be studied; for example, hot water systems, fuels, stoves, independent light and power plants, plumbing, vacuum cleaners, electric motors, etc. The laboratory work consists of the study and actual operation of these modern household appliances.

301. Automobile Ignition, Lighting, and Starting.

Our laboratories are equipped with high tension magnetos, battery ignition systems, generators, motors, storage batteries, stationary engines, automobile engines, and all other equipment necessary to give a comprehensive course in both the theory and practice of all the units in the electrical equipment of the modern automobile. Juniors and Seniors who wish to take this course are advised to precede it with at least one term's work in electricity.

302. Applied Electricity.**303. Storage Batteries.**

These courses have for their object the training of students to understand and to operate all machinery in small electric light and power plants (both direct and alternating current), motors, generators, batteries, switchboards, etc. Students will be required to study the installation and operation of moving picture machines. Also a careful study is made of the theory and action of the Edison and the lead-sulphuric acid storage batteries. Students build and repair automobile batteries in course 106.

402. The Teaching of Physical Science.

This course will consider the problems of planning courses, equipping laboratories, selection of apparatus, and some of the more significant problems of management as they apply especially to the work of the science teacher in the high school.

The laboratories are already fairly well equipped for the successful presentation of the courses in physics and such new equipment is being added as the demands of the courses seem to justify.

READING AND PUBLIC SPEAKING

MR. SHOLTS

Instruction in this department will afford the students training in speaking the English language distinctly and correctly; in interpreting good literature intelligently and effectively; in addressing an audience easily, naturally, and forcefully; and in getting some insight into general methods so that they may make oral exercises in the classroom intelligent and pleasing.

ELEMENTARY COURSES

Reading 1. Fundamentals of Vocal Expression.

This course will consider the fundamentals of vocal expression as exemplified in reading and speaking. In it the student will be trained in the art of getting the thought from the printed page, interpreting it intelligently, and presenting it effectively. Theories will be presented through lectures and text books and their application made plain by correlated class recitations.

COLLEGE COURSES

Reading 104. Practical Public Speaking.

This is an elementary course in public speaking and is adapted to the needs of those who have had little or no experience in speaking before an audience. The course deals with lectures and discussions upon the principles of thought, composition, and delivery, and sufficient practice in original speaking to enable the student to think upon his feet. A program of prepared speeches on specific occasions is carried out. Little of the work in this course is written. (Also listed as English 104.)

Reading 201. Dramatic Problems.

A study of the problems involved in staging plays in the grammar grades and the high school. Specifically it will deal with the selection of suitable plays, the principles governing staging, make-up, costuming, with an examination of modern theories regarding stage scenery and settings. The class will have opportunity to apply these theories in actual presentation of parts. Several short plays or one long play will be presented at the close of the term.

Reading 202. Dramatic Club.

A year's work in the dramatic club is credited with one unit credit

provided that the member's participation in the club activities is satisfactory to the club advisor.

Reading 203. Critical Readings.

An advanced course in reading intended for teachers engaged in high school English or for students who are doing special work in English or oratory. It consists of a study of the aesthetic and rhetorical principles of style as related to the vocal interpretation of great literature. The work will be based upon the study of selections from English and American masterpieces in prose and verse.

Reading 204. Advanced Public Speaking and Debate.

This course is designed for those who expect to take part in the oratorical and debating activities of the institution, and for those who expect to have charge of similar work in the high schools. Its aim is the development of ability to appear before an audience and present ideas clearly and forcibly. The beginning of the course is given to declamation in order that good form may be secured. Later, original speeches are made upon a great variety of topics popularly discussed. The principles of public speaking are presented through lectures, reports, and a study of the speeches of great orators. (Also listed as English 204.)

Reading 205. Community Drama and Pageantry.

An advanced course in dramatic principles applied to communities. A study of the history and the development of the pageant as a community recreation is made, representative pageants are read and studied, and a laboratory attempt at simple pageant construction is carried out. Whenever practicable, a small pageant is produced for public presentation.

Reading 301. Advanced Debate.

Advanced debate designed primarily for advanced students who expect to take part in intercollegiate debates.

SPANISH

MR. MARSH

MR. MARSH, MISS TOLES

Students in Texas should have a special interest in the language, history and literature of Spain and Spanish America. There are sufficient reminders of the Spanish basis of Texas history. The reasons for a study of Spanish are many and compelling. The increasing commercial relations with Spanish America, the need of a sympathetic understanding of our Spanish speaking neighbors demand now more than ever before a correct as well as a practical knowledge of Spanish. With these facts in view the following courses for Spanish are offered:

ELEMENTARY COURSES

1, 2, 3. Beginners' Course in Elementary Spanish.

Careful attention to pronunciation; insistence on a knowledge of the essentials of grammar; easy conversation; reading; composition, dictation, study of verb forms.

4, 5, 6. Intermediate Courses in Spanish.

A study of selected texts; discussions on assigned topics, grammar, supplementary reading.

Prerequisite, 1, 2, and 3.

COLLEGE COURSES

101, 102, 103. Beginners' Course in Spanish for College Students.

Planned for students of college rank who have not had Spanish in high school.

201, 202, 203. Intermediate College Courses.

Conducted as far as possible in Spanish. Composition, conversation, dictation, reading of selected texts.

301, 302, 303. Literature of the Nineteenth Century.

Rapid reading and discussions of representative works. Lectures and reports from members of the class.

Prerequisite, 201, 202.

304. Commercial Correspondence and Practical Spanish.

Prerequisite, 201 and 202.

401. Spanish Literature.

A study of the main currents of Spanish Literature. Lectures to the class. Reports and discussions.

Open to students who have completed courses 301, 302 or the equivalent.

402. Spanish Literature.

Continuation of 401, with emphasis on the Golden Age.

Prerequisite, same as 401.

403. Introduction to Spanish American Literature.

A study of the Literary History of Spanish America. Reports and reviews.

Prerequisite, 401 or 402.

404. Drama of the Golden Age.

A study of the works of Lope de Vega, Tirso de Molina, Alarcón and Calderón. Open to those who have completed 401 or its equivalent.

405. Conversation and Composition.

This course is planned for those who desire practice in conversation and writing. Open to those who have completed courses 301, 302 or their equivalent.

409. The Teaching of Spanish.

A course planned for those who desire to teach Spanish. Open to those who have completed courses 301, 302, 303, 401, or to others by special permission.

406. The Modern Drama.

A study of the development of the drama of today. Lectures, reports and rapid reading of the important works of such authors as Benavente, the Quinteros and Sierra. Open to those who have completed 401 or its equivalent.

407. Spanish American Literature.

A study of the literary movements in the principal countries of Spanish America. Reading of representative works in prose and verse.

Prerequisite, Spanish 403.

408. The Modern Novel.

A study of the principal novelists of Spain. Reading of the more important works of such men as Valera, Galdos, Valdes, Pereda, Blasco Ibanez, or Pio Baroja.

Prerequisite, 401 or 402.

Other courses will be given on demand of a sufficient number of students.

THE TRAINING SCHOOL

MR. GARRETT, MR. ———, MISS ALLISON, MRS. WATKINS, MISS
HENDERSON, MISS CAMPBELL, MISS LEWIS, MISS DAVIDSON,
MISS BARNES, MISS POLSGROVE

A Training School is a very necessary department of any normal school. It bears the same relation to the professional training of teachers as a laboratory bears to the training of scientists, or a workshop to the training of artisans. An opportunity is here afforded to the student to observe actual teaching by experienced teachers, to do practice teaching under the supervision of experts, and to see the administrative details of school organization in operation. It serves further as a laboratory in which new educational theories may be tested by experiment, and where proposed methods may be adapted to the various conditions under which the student will be required to teach.

The Training School of the Southwest Texas State Normal College has its home in the new Education Building. It is organized with six grades in the Elementary Department and three grades in the Junior High School. Graduates from the ninth grade are prepared to enter the first year class of the Normal proper. Nine supervisors are employed,—two for the Model Rural School, three for the Elementary Department of the regular Training School and four for the Junior High School. With these nine supervisors under the general direction of a trained superintendent rare facilities for student teaching and observation work are offered.

The supervisor is responsible for the order and discipline of the room, and at the same time directs the observation and teaching of the student teacher. Written plans of all lessons are made by the student teacher and submitted to the supervisor for approval before they may be taught. The student is allowed as much freedom and originality in both method and management as is consistent with sound educational principles.

The theory of education taught in the Normal College is connected with practice in the Training School by the supervisor. She instructs the student in the general principles of class room procedure and then requires reports on their practical application as observed in the work of the supervisor. Not until these reports show clearly that the student understands thoroughly the principles taught is he placed in charge of a room to do his own teaching.

In order that the observation and practice work of the student teacher in the Training School may function properly in actual teaching in the schools of Texas, the grading and courses of study

are made to conform as closely as possible to the organization of the best schools of the State. It must not be inferred, however, that this precludes the introduction of the latest and best ideas in educational theory and practice. Only a substantial equivalent will necessarily be maintained.

STUDENT TEACHING

Observation work and student teaching will be under the direction of the superintendent and supervisor in charge of the work to which the student has been assigned. *Students should note the following:*

1. Education 212 is open only to Sophomore college students who are applicants for diplomas.

2. No student will be permitted to take this course who has not completed Education 104, at least one unit in psychology beyond Education 2, and one unit in either special or general methods.

3. The number of student teachers taking this course during any one quarter will be limited approximately to one-third of the total number of students completing the year's work in which the course is offered.

4. All assignments for work in the training department and all changes in assignments are made by the superintendent.

5. All students registering for this course must reserve a double period for observation, teaching and conferences.

6. The work in this course includes teaching, writing reports, observing, criticising, lesson planning, assisting the teacher, attending conferences, and keeping records. An endeavor is made to place the student in the atmosphere of a real school with as many of the responsibilities peculiar to the teacher in charge as possible. The student will be allowed as much freedom and initiative as is consistent with the best pedagogical principles.

7. Students will be held responsible for the progress of their pupils in the subjects they teach. To this end they should visit the home and confer with parents when such conference will make for the interest of the child and school.

COURSE OF STUDY IN THE TRAINING SCHOOL

FIRST GRADE

Language.

(1) Spontaneous self-expression is secured through conversation based on the child's personal experience at home and in school; stories, myths, poems, and dramatizations.

(2) Correct speech is cultivated through imitation, memorizing choice selections, and oral reading by the teacher.

(3) Habits of speech are fixed by imitation, repetition, and games in phonics.

(4) A few of the common uses of capitals and punctuation marks are taught, but no formal written composition is attempted.

(5) Phonics and words are studied through imagining main words, action play with verbs, visualizing exercises, and word-building with phonograms.

Reading.

First lessons are in script from the black-board. The sentences used are made by the children in expressing orally their experiences. The books used are Playmate's Primer, Art Literature Primer, Hill's First Reader, Lee's First Reader, and Art Literature, Book I.

Spelling.

Lists of easy words from conversation and reading lessons during the last half of the year are spelled orally and in writing.

Numbers.

Children count by ones, fives, and tens to one hundred, and by twos, threes, and fours as far as they are able. Easy denominate numbers, and the forty-five combinations through fours are learned, as well as the signs needed, and some easy fractions and their symbols.

SECOND GRADE

Language.

Oral expression of observations, retelling of stories, stories from pictures, and games for correcting errors, are employed in this grade. Christmas, Easter, St. Valentine, and other holidays are used to incite an interest in the child for written composition work.

Reading.

Increased attention is given to the mechanics of reading and the expression of thought. A wide range of selected reading matter is used to this end.

Spelling.

Oral and written spelling is correlated with the reading and language work; also selected lists of words from the adopted speller are used.

Numbers.

The work of the First Grade is reviewed and continued, the forty-five combinations completed, denominate numbers taught concretely, and easy fractions continued and concretely illustrated by paper folding and cutting. The multiplication tables of twos, threes, fours, fives, tens, and elevens are learned.

Nature Study.

The aim in this work is to give the child in the simplest and most graphic form, the fundamental facts about the world in which he lives. The means employed are observation and experience, under the guidance of the teacher. He is taught the cardinal and semi-cardinal directions, accurate ideas of the mile, half-mile, hour, week, month and year; also the common plants, birds, and insects, are named and studied. Weather conditions such as winds, temperature, fog, rain, dew, and clouds, are observed and recorded.

THIRD GRADE**Language.**

The work in this grade includes the study of paragraphs, formation of possessives, use of quotation marks and exclamation point, with some of the common uses of the comma, correction of frequent errors in speech, memorizing of select poems, and reproduction of stories. "Our Language, First Book," forms the basis of the work.

Reading.

Selections from the following books are used: Hill's Third Reader, Art Literature, Book III, Horace Mann and Elson's Third Readers.

Spelling.

The words spelled are those found in daily composition and reading. Special drills are given in the words commonly misspelled, and selected lists from all sources.

Arithmetic.

Pupils are drilled to count by twos, threes, fours, sixes, and sevens; also in the multiplication and division tables, including the sevens. Long division is not attempted until the latter part of the year. All

drills have as their end the fixing of habits. Many problems employing the principles taught are solved and analyzed. Sutton and Bruce, Lower Book, is used as a text.

Geography.

The first part of the year is devoted to home geography and land and water forms, taught by observation, the sandboard, maps, etc. The last part of the year includes work in the adopted text-book.

Writing and Drawing.

Children are taught easy free-hand drawing. The large form of writing of the lower grades is reduced somewhat under the direction of the teacher.

FOURTH GRADE

Language.

This grade studies the kinds of sentences, parts of sentences, and parts of speech. Original stories from pictures, word lists, and the child's experience, are first told orally and then written. "Our Language, Second Book," to page 109 is used as a text.

Reading.

Hill's, Elson's, and the Horace Mann Fourth Readers are the basis of the work.

Spelling.

There are drills on words used in composition, geography, reading, and conversation. The adopted speller will be used as a supplementary text.

Arithmetic.

The tables are reviewed and short and long division with larger numbers are practiced, along with constant drills in fundamental principles for speed and accuracy. Denominate numbers and common fractions are studied further. The writing of decimals is begun and practiced to two places. The adopted text is used.

Geography.

The first book of "World Geography" is completed. The study of each country is supplemented with stories from geography readers and elsewhere.

Writing and Drawing.

These studies are directed by the teacher. The writing and drawing are correlated with studies in geography and the handicrafts.

FIFTH GRADE

Language.

The kinds of sentences, phrases, clauses, the parts of speech and their properties, and punctuation, are carefully studied; also the meter and rhyme of simple poetry. Composition work on familiar subjects is continued, including the writing of social letters.

Reading.

Attention is given to the literary merit of the selections read with a view to create a love for a good class of reading. Hill's and Elson's Fifth Readers are used.

Spelling.

Frequent drills are given in the spelling of difficult words in daily use by the child. Attention is given to the part of the word most liable to be misspelled. The adopted speller is also used.

Arithmetic.

The "Lower Book" is completed in the Fall and Winter Term, and "The Higher Book" is studied in the Spring Term. Special drills are given in the "three step" form of solving problems. Many problems are made by pupils and teacher to illustrate principles, arouse interest, and to relate the work to actual life.

Geography.

The second book of "World Geography" is begun. The text-book studies are supplemented with readings from many sources.

History.

This grade begins the study of the history of the United States in an informal way giving attention to biography and to interesting stories of our American life. Estill's Beginners' U. S. History is used as a basis.

Writing and Drawing.

This is a continuation of the work of the former grade under the direction of the teacher.

SIXTH GRADE

Language.

A little more formal grammar is taught in this grade. Voice, inflection, phrases, clauses, and the different kinds of sentences are further studied, but it is not made stiffly formal. Literature is made an important part of the work. "Our Language, Third Book," is used as a text.

Arithmetic.

Tables of denominate numbers are reviewed, and mensuration with practical application is studied. Daily drills are given in rapid mental work with special reference to common fractions, and their application to percentage. Studies are continued in the "Higher Book."

History.

Texas history is studied in this grade. Special emphasis is placed on local history with reference to stories of the life and experiences of the oldest settlers, of the Spanish, and of the Indians. The interest of the child is increased by the collection of relics of the native Indian and the Spanish explorer. The text used as an outline is Barker, Potts, and Ramsdell.

Geography.

The "World Geography, Second Book," is completed.

Spelling.

The words spelled are largely selected from the daily lessons and from composition work. The adopted speller is used as a supplementary book.

Writing and Drawing.

This is a continuation of the work of the former grade under the guidance of the teacher.

SEVENTH GRADE**English.**

In this grade, grammar, literature, and composition are correlated. Among the studies in literature are included Christmas Carol, Legend of Sleepy Hollow, Evangeline, Courtship of Miles Standish, Sir Galahad, Crossing the Bar, The Recessional, Abou Ben Adhem, The Last Leaf, The Chambered Nautilus, To a Waterfowl, and selections from the myths of Greece and Rome. Smith's Grammar is used as a basis for the studies in grammar.

Arithmetic.

A special feature in this grade is the application of the principles of percentage and mensuration to the problems of every day experiences. "The Higher Book" is completed.

Science.

Three days a week are devoted to elementary studies in agriculture. School gardening is a special feature of the Spring Term. The text used is Ferguson and Lewis.

Spelling.

This is a continuation of the work of the former grade. Considerable attention is given to the stems, prefixes, and suffixes of the words spelled.

History.

This grade studies United States history from the first settlements to the close of the Civil War, omitting the details of the war. The European background of history is studied and also the social and industrial phases are made prominent.

Writing and Drawing.

This is a continuation of the work of the former grade. It is expected that every pupil shall reach a certain standard in writing with reference to quality and speed.

EIGHTH GRADE

English.

Grammar and composition is continued through this grade. Literature is correlated with this. Frequent compositions are required based on literature, history, personal experiences, and life work topics. Stress is laid on correct form, spelling, paragraphing, unity, and coherence. Herrick and Damon is the textbook.

Mathematics.

The entire year is devoted to the study of elementary algebra.

History.

One third of the year is given to the completion of United States history. The rest of the year is given to the study of Ancient history to the time of Charlemagne. Special emphasis is placed on the life, customs, institutions, and religion of the ancients, and their contributions to modern civilization.

Science.

Three days a week are devoted to studies in physiology. Hygiene and sanitation are given much attention. The text studied is Hartman and Bibb's "The Human Body and Its Enemies." This is supplemented by charts and specimens from the butcher shops.

Foreign Language.

The pupils may elect Spanish, German, or Latin.

NINTH GRADE

English.

Grammar, composition, rhetoric, and literature are correlated through the year. The pupils are expected to read widely under the direction of the teacher. Herrick and Damon continues to be used as a basis for the formal studies.

Mathematics.

This grade continues the study of algebra through the whole year.

History.

Medieval and Modern history is studied, beginning with the reign of Charlemagne. Much supplementary reading is assigned from the library.

Science.

Three days a week are given to the study of physical geography. The textbook is Tarr's New Physical Georgraphy.

Foreign Language.

The Spanish, German, or Latin of the former grade is continued through this year.

REGISTER OF STUDENTS, SEPTEMBER, 1919- JUNE, 1920

COLLEGE SENIORS

| | | | |
|------------------------|--------------|-----------------------------|-----------|
| Hardy, W. R..... | San Patricio | Rode, Otto Charles..... | Gillespie |
| McPherson, Nellie..... | Hays | Watkins, Mrs. Willye Ward.. | Hays |

COLLEGE JUNIORS

| | | | |
|------------------------|-----------|------------------------|-----------|
| Bachle, Hugo..... | Guadalupe | Polsgrove, Anna..... | Hays |
| Brown, Mary D..... | Hays | Schulz, Eula..... | Limestone |
| Burt, Johnle..... | Comanche | Shelton, Robert H..... | Hays |
| Day, Edward M..... | Hays | Smith, Rufus..... | Hays |
| Dobbins, John H..... | Hays | Stroman, Oscar..... | Hays |
| Gardner, Sam Wood..... | Hays | Trevitt, Mae M..... | Bexar |
| Kuehn, H. F..... | Austin | Walton, Jones..... | Hays |
| Phillips, Kate..... | Coleman | Watkins, Ralph J..... | Hays |

SENIORS

| | | | |
|----------------------------|-----------|-------------------------|--------------|
| Adams, Clara Mae..... | Hays | Kloekler, Erma A..... | Bell |
| Ahrens, Lucille..... | Galveston | Knispel, Ruth..... | Hays |
| Allen, Alma..... | Atascosa | Lawley, Dewey..... | Limestone |
| Barbee, Caroline..... | Bosque | Luder, Mary..... | Matagorda |
| Barnes, Essa May..... | Tyler | McBryde, J. B..... | Gonzales |
| Bartholome, Anna..... | Nueces | McSpadden, Lula..... | Navarro |
| Bates, Laura Frances..... | Bexar | Marshall, Maude..... | Matagorda |
| Bennett, Lucille..... | Lavaca | Matula, Gussie..... | Lavaca |
| Berry, Hazel..... | El Paso | Mauldin, Elizabeth..... | Caldwell |
| Birdwell, Allie Myrrl..... | Rusk | Mayer, Arline..... | Bexar |
| Birdwell, Barbara..... | Smith | Meyers, Eva..... | Fayette |
| Blevins, Bertha..... | Arkansas | Miller, Corinna..... | San Saba |
| Bolton, Lloyd C..... | Houston | Moore, Edwin Emma..... | Hays |
| Bridgewater, Maria..... | Fayette | Moore, Stella..... | Bosque |
| Cain, Erie M..... | Freestone | Morrow, Mary..... | Victoria |
| Cammack, Vera..... | Motley | Morton, Bessie..... | Harris |
| Carver, Mary B..... | Bexar | Murphy, Berta..... | Bexar |
| Cavness, Grace..... | Hays | Nowlin, Bessie..... | Kerr |
| Corey, Edith..... | Bexar | Oeding, Louise..... | Fayette |
| Crocker, Eva..... | Shelby | Perkins, Vannie..... | San Patricio |
| Crock, Etheline..... | Caldwell | Phillips, Arabella..... | Bosque |
| Daniel, Ernestine..... | Val Verde | Preston, Ollie..... | Coryell |
| Day, Calla..... | Hays | Pritchett, Julia..... | Hays |
| Elliott, Claude..... | Hays | Ramsay, Clara..... | Hays |
| Evans, Bernice..... | Hays | Rav, Estelle..... | Gregg |
| Flake, Elizabeth..... | Hays | Roberts, Irma..... | Hays |
| Garrison, Anna..... | Bandera | Ray, Erline..... | Gregg |
| Graddy, Maizine..... | Hays | Saunders, Robert..... | Hays |
| Green, Elizabeth..... | Hays | Schulze, Johanna..... | Refugio |
| Green, G. E..... | Mason | Schulze, Otto J..... | Refugio |
| Guess, Dora Willie..... | Bell | Scott, Daisy..... | Hays |
| Hamilton, Cuma..... | Milam | Self, Eunice..... | Cherokee |
| Harrison, Mrs. R. C..... | Hays | Shaw, Bertha..... | Navarro |
| Hays, Richard..... | Hays | Shuler, Ida..... | Bexar |
| Herndon, Frank C..... | Hays | Sigler, Ruth..... | Smith |
| Heyman, Leona..... | Missouri | Snow, Deskin D..... | Taylor |
| Hilburn, Mary Beth..... | Ellis | Swearingen, Jennie..... | Austin |
| Hill, Ellen..... | Cherokee | Tyson, Marguerite..... | Robertson |
| Hillyard, Mabel..... | Bell | Ventress, Ruth..... | Milam |
| Hoffman, T. F..... | Hays | Walters, Leonora..... | Hays |
| Hopson, Janie..... | Hays | Williams, Bonnie..... | Hays |
| Hopson, Leonard..... | Hays | Winkler, Lelia..... | Jlano |
| Hunton, Nelle..... | Runnels | Woodson, Anna..... | Hays |
| Hutcheson, Mary..... | Bexar | Workman, Mettie..... | Coryell |
| Ivey, Alfred..... | Hays | Yarbrough, Eileen..... | Bell |
| Kellam, Frances..... | Nueces | Young, Haskell S..... | Hays |
| Kellam, Jesse C..... | Hays | | |

JUNIORS

| | | | |
|---------------------------|----------------|--------------------------|--------------|
| Addison, Lillian..... | Burleson | Heller, Clara..... | Victoria |
| Alexander, Margaret.... | Lampasas | Henderson, Melba..... | Brewster |
| Alsup, Lurina..... | Calhoun | Hetrick, J. Floyd..... | Hidalgo |
| Anderson, Floy O..... | Coryell | Hightower, Janie..... | Hays |
| Avery, Otis..... | Haskell | Hilburn, Laura Kate..... | Ellis |
| Bailey, Effie..... | Jasper | Hildreth, Albert D..... | Bexar |
| Berkley, Thelma O..... | Hays | Hodson, Walter J..... | Dallas |
| Bishop, Lois..... | Ellis | Holland, William..... | Hays |
| Bolton, Olga Mae..... | Refugio | Homola, C. S..... | Brazos |
| Bowden, Adelee..... | Hays | Hornsby, Myrtle..... | Hays |
| Brally, Marie..... | Anderson | Howell, Tom..... | Hays |
| Brodnax, Myrtie..... | Sabine | Hughes, Tillie..... | Atascosa |
| Brown, Malinda..... | Bexar | Hardman, Willie..... | Anderson |
| Broyles, Norma..... | Hamilton | Jenkins, Ellen..... | Anderson |
| Burnes, Olive..... | Hays | Jennings, Bessie B.... | Williamson |
| Caldwell, Mrs. C. A..... | Smith | Jennings, Otis..... | Caldwell |
| Callender, Mary..... | Grimes | Johnson, Hattie..... | Nacogdoches |
| Carmichael, Lillian.... | Comanche | Johnson, Pauline..... | Hays |
| Cavness, Raymond..... | Hays | Jolley, Mrs. Ada..... | Hays |
| Cochran, Beulah..... | Concho | Jonas, Ella..... | Blanco |
| Connell, Florence..... | Bell | Jones, Mavis Elizabeth.. | Bastrop |
| Crawford, Blanche..... | Frio | Kaiser, Erna..... | La Grange |
| Crook, Willie..... | Caldwell | Katribe, Mary..... | Humble |
| Crowell, Fred S..... | Hays | Kellam, Claud..... | Hays |
| Crutchfield, Cicero..... | Angelina | Kellam, Dorothy..... | Nueces |
| Custard, W. Hewitt.... | Williamson | Kennedy, Blanche..... | Hays |
| Dale, Dora Deane..... | Blanco | Killough, Edith..... | Kerr |
| Davidson, Lela..... | Sabine | Kluck, E. F..... | Falls |
| Davies, Mary Preston.... | Aransas | Knolle, Mary..... | Jim Wells |
| Dickens, Fannie..... | Tyler | Koch, Clara..... | Fayette |
| Douglas, Ruby..... | Hays | Koeneman, Dorie..... | Mexico |
| Du Bose, Beulah..... | Gonzales | Kone, Laura..... | Hays |
| Edwards, L. G..... | Noble, La. | Lamb, Marble..... | Dimmit |
| Elliott, Pearl..... | Hays | Lancaster, Fred..... | Hays |
| Ellison, Alleen..... | Nueces | Langford, Lucille..... | Hays |
| Exelby, Blanche..... | Karnes | McCall, Ida..... | Bastrop |
| Finfrook, J. P..... | Harris | McDavid, Elva..... | Rusk |
| Fleming, Etta..... | Hays | McElyea, Lena..... | Gonzales |
| Flournoy, Bernice.... | Chelsea, Okla. | McGee, Frank M..... | Hays |
| Foster, Stella..... | Jim Wells | McGee, Marion..... | Hays |
| Franke, Elsie..... | Bexar | McKnight, Content..... | Bexar |
| Fry, A. C..... | Burnet | McLean, M. J..... | Lampasas |
| Ford, Annie Mae..... | Coryell | McNair, Lloyd..... | Ellis |
| Gambrell, Alcena..... | Caldwell | MacNaughton, D. V..... | Hays |
| Gambrell, Esther..... | Caldwell | Mann, Marguerite..... | Polk |
| Glenn, Josie..... | Runnels | Martin, Freeman A..... | Crosby |
| Glithero, Norma..... | Colorado | Matthes, Clara..... | Jackson |
| Goebel, Theodora..... | Hale | Mayberry, Maud..... | Nueces |
| Gohmert, Thekla..... | De Witt | Milam, Paul..... | Branch, Ark. |
| Gray, Marguerite..... | Waller | Miller, Melvin D..... | Anderson |
| Green, Elsie..... | Henderson | Morris, Mrs. Leroy W.... | Hays |
| Green, Mrs. Emma Downs.. | Dallas | Morris, Mabel..... | Hays |
| Green, Marguerite..... | Haskell | Morrison, Annie Laura.. | Gonzales |
| Griner, Ola..... | Jasper | Morse, Aline..... | Cass |
| Hall, Loula..... | Runnels | Murphy, Mrs. Margaret.. | Harris |
| Halliburton, Sherrill.... | Medina | Matthews, Irene..... | Bexar |
| Hard, Addie M..... | Waller | Meek, Pearl..... | Colorado |
| Harwell, D. L..... | Hays | Nelson, Lily Bell..... | Caldwell |
| Hatch, Rhoda..... | Nueces | Nix, Pearl..... | Hays |
| Havekost, Irene..... | McLennan | Nolan, Lucile..... | Hays |
| Haynes, Halette..... | Bexar | Osborne, Harriett..... | Bexar |
| Hensley, Barnes C..... | Gonzales | Parker, Ruth..... | Freestone |
| Hill, W. Innis..... | Austin | Perkins, Lena..... | Gonzales |

| | | | |
|--------------------------|-----------|-----------------------------|--------------|
| Perry, Robert D..... | Hays | Sutton, Edith Lee..... | New Mexico |
| Polsgrove, Edith..... | Bastrop | Sutherland, Florence... | Williamson |
| Prince, Ethyle..... | Cherokee | Swift, Earle..... | Hays |
| Purcell, Elizabeth..... | Hays | Tate, Clyde..... | Austin |
| Reardon, Mildred..... | Hays | Thalman, Amy..... | Bandera |
| Reasons, Alta..... | Medina | Thomas, Louise..... | Hays |
| Reid, Willie..... | Harris | Thompson, Ava..... | Lee |
| Rhodes, Ethel..... | Jefferson | Tidmore, Edith..... | Dallas |
| Rippel, Edna..... | Fayette | Tipton, Okie..... | Wilson |
| Roberts, Henrietta..... | Hays | Tolbert, B. N..... | McLennan |
| Robinson, Henry..... | Leon | Tompkins, Elizabeth..... | Hays |
| Rowe, Ina May..... | Travis | Trainer, Alva..... | Bexar |
| Rowe, Louise..... | Travis | Thalman, Elen..... | Bandera |
| Scarbrough, Inez..... | Milam | Waddell, Frankie..... | San Patricio |
| Scott, Frank D..... | Rosebud | Wagner, Juanita..... | Callahan |
| Scott, Gladys..... | Harris | Walker, Carl G..... | Hays |
| Shepherd, Martin L..... | Hays | Ware, Zeeda Leon..... | Gonzales |
| Sledge, Jack..... | Hays | Weatherby, Lela..... | Jeff Davis |
| Smith, Daniel F..... | Hays | Wenzel, Walter A..... | Kendall |
| Smith, Ernest..... | Caldwell | Wharton, Mrs. Jeanette..... | Montgomery |
| Smith, Vivian..... | Haskell | | Montgomery |
| Speer, James Elmo..... | Wilson | Wible, Doud J..... | Coryell |
| Stagner, Oletha..... | Hays | Williams, Horace..... | Caldwell |
| St. Clair, Clarence..... | Gillespie | Williams, Pearl..... | Harrison |
| Stevens, Paul W..... | Hays | Wilson, Elford..... | Milam |
| Stevenson, Helen..... | Mitchell | Winfield, Louise..... | Bexar |
| Stewart, Effie..... | Shelby | Wood, Mrs. C. B..... | Hays |
| Stone, Irene..... | Bell | Wood, Lillian..... | Colorado |
| Storey, Rodgers..... | Hays | Wyatt, Ruby..... | Gonzales |
| Striegler, Etna..... | Gillespie | Yancy, Willie..... | Wood |
| Stubbs, Adele..... | Blanco | Yarrington, Bella..... | Hays |
| Stubbs, Annie..... | De Witt | | |

SOPHOMORES

| | | | |
|--------------------------|---------------|-----------------------------|------------|
| Adams, Mable..... | Tyler | Compton, Anna Lou..... | Gregg |
| Anderson, Susie..... | Guadalupe | Compton, Emma Sue..... | Gregg |
| Arnette, Winnie..... | Matagorda | Connally, Joyce..... | Hays |
| Arnold, Ross..... | Hays | Coovert, Dessie..... | Hays |
| Atkinson, James L..... | Jim Wells | Corbett, W. C., Jr..... | Brazoria |
| Autry, Eva..... | Bandera | Corby, Gertrude Nellie..... | Leon |
| Bagley, Curtis..... | Hays | Cotten, Anne..... | Runnels |
| Baker, Emma..... | Tyler | Cotten, Artele..... | Runnels |
| Parker, Frances..... | Zavalla | Cotten, Clema..... | Runnels |
| Barton, Norah..... | Burnet | Cox, Ettie..... | Bell |
| Bates, Bertha..... | McCulloch | Crabill, Omar J..... | Hays |
| Baugh, Minnie..... | Nacogdoches | Crain, Georgia..... | Frio |
| Bennett, Robert L..... | Grimes | Crain, Willie Lee..... | Frio |
| Biles, Eula..... | Hays | Crook, Jennie..... | Caldwell |
| Boerner, Roland R..... | Comal | Cryer, Alma..... | Angelina |
| Bose, Emma..... | Bexar | Curd, Ruby..... | Coryell |
| Brannum, Oreon..... | Hays | Curry, Jeffie Lee..... | Runnels |
| Brassell, Jeff..... | Hays | Custard, Leola..... | Williamson |
| Breitkreuz, Hugo H..... | Washington | Dahlman, Tony..... | De Witt |
| Briggs, Everett..... | Bandera | Danchak, Edward..... | Ft. Bend |
| Burdett, Nell..... | Real | Dark, Mary..... | Runnels |
| Burkhalter, W. L..... | San Augustine | Day, Ike..... | Gonzales |
| Carroll, Lucile..... | Hays | Duke, Grace M..... | Bandera |
| Chamberlain, J. A..... | Caldwell | Duncan, Mae..... | Williamson |
| Chandler, Mrs. Jane..... | Hays | Earle, Willie..... | Comanche |
| Chapman, Almanor..... | Colorado | Ehlert, Melvin H..... | Washington |
| Clarke, Charlie..... | Hays | Erskine, Annie..... | Frio |
| Clark, Delie..... | Freestone | Eubanks, Della..... | Bell |
| Cliett, Taylor..... | Hays | Evans, Gladys..... | Hays |
| Clawson, Carl..... | Coryell | Evans, Lucy..... | Hays |

| | | | |
|-------------------------------|-------------|----------------------------|------------|
| Faegen, Jessie Mae..... | Jones | Murdock, Annie Laurie..... | Leon |
| Fortune, Zelma..... | Caldwell | Newton, Thomas E..... | Hays |
| Foster, Dee..... | Hays | Norwood, Henry O..... | Bandera |
| Fowler, Will A..... | Burnet | Parker, Oma..... | Leon |
| Freeman, Mildred..... | Milam | Payne, Myrtle..... | Burleson |
| Gardner, L. W..... | Bexar | Pedigo, May..... | Tyler |
| Gardner, Willie K..... | Kerr | Pickens, Hodge J..... | Baylor |
| Garlitz, Clarence..... | Shackleford | Pope, Juanita..... | Kerr |
| Giesenschlag, Mrs. Addie..... | Burleson | Preslar, Zelma..... | Williamson |
| Gipson, Bessie..... | Mason | Prinzing, Helen..... | Runnels |
| Green, Ruth..... | Henderson | Reams, Jewell..... | Nueces |
| Green, Jennie..... | Colorado | Regen, Ewing..... | Hays |
| Griffiths, Trula..... | Colorado | Remmers, Ella..... | Lavaca |
| Gunn, Nina..... | Gonzales | Richards, Cornelia..... | Bandera |
| Guthrie, Sybil..... | Mills | Robison, Annabel..... | Leon |
| Haasper, Clara E..... | Mason | Roehl, Antoinette..... | Brazoria |
| Hamilton, Donald..... | Bexar | Roller, Lillian..... | Comal |
| Hamlink, Inez..... | Ft. Bend | Ross, Mrs. Lora Lee..... | Bell |
| Hampton, Cleo..... | Coryell | Russel, Kate..... | Gregg |
| Hanke, Ethel Mae..... | Williamson | Russel, Zelma..... | Gregg |
| Hanson, Ella Lynd..... | Webb | Schunior, Emilia..... | Hidalgo |
| Harris, Fay..... | Jones | Schmid, Millie..... | Austin |
| Hasse, Minnie..... | Llano | Shaw, Aleen..... | Leon |
| Hatfield, Marvin..... | Bandera | Shelton, Polk..... | Travis |
| Hatfield, Will O..... | Bandera | Simmons, Norine..... | Lee |
| Hefner, Lena..... | Williamson | Smith, A. L..... | Gonzales |
| Henderson, Homer..... | Falls | Smith, Eula..... | Caldwell |
| Hightower, Frank Duke..... | Hays | Stanley, Lucile..... | Hays |
| Hoester, Martha..... | Mason | Stasny, Mollie..... | Fayette |
| Hoester, Otilia..... | Mason | Stevens, Cecile..... | Jim Wells |
| Holland, Conrad..... | Burnet | Stevens, Talbot..... | Hays |
| Horton, Felton..... | Gregg | Stockburger, Garner..... | Coryell |
| Howell, Katherine..... | Travis | Stoddard, Mable..... | Coryell |
| Hunton, Ina..... | Runnels | Storey, Jack..... | Hays |
| Ingram, Mary..... | Hays | Stubblefield, Zelma..... | Williamson |
| Jennings, Maurice..... | Caldwell | Stuermer, Lillian..... | Fayette |
| Jones, Fannie..... | Nueces | Suttle, Inez..... | Limestone |
| Jones, Jackie..... | Matagorda | Suttle, Shirley..... | Limestone |
| Jones, Maggie..... | Bexar | Suttle, Ruth..... | Limestone |
| Jones, Tommie..... | Nueces | Swayze, Mary..... | Kerr |
| Jordan, Lillie..... | Hays | Thomas, Sidney..... | Milam |
| Keir, Howard..... | Ft. Bend | Todd, Lucile..... | Milam |
| King, Frances Willard..... | Hale | Tolbert, Ernest L..... | McLennan |
| Kniker, Irma D..... | Guadalupe | Tompkins, Rachel..... | Hays |
| Koester, Lydia..... | Lavaca | Vaughan, Era..... | Mills |
| Krause, Arthur..... | Burnet | Vickers, Alma..... | Grimes |
| Lancaster, Paul..... | Hays | Walker, Ellaoise..... | Burnet |
| Landrum, Pinckney..... | Nacogdoches | Watkins, Lillian..... | Caldwell |
| Lockhart, O. P..... | Bell | Weir, Ira..... | McLennan |
| Logan, A. W..... | Hays | Wells, Naomi..... | Limestone |
| Logan, Kate..... | Leon | Wenzel, William C..... | Kendall |
| Lowman, Terry..... | Guadalupe | Wheat, Willie..... | Hays |
| Lyon, Imogene..... | Burleson | Wheelis, Virginia..... | McLennan |
| Lindsey, Mamie..... | Hays | White, Ada..... | Jackson |
| McClenny, Inez..... | Runnels | Whitfield, Elna..... | Erath |
| McDermett, Gladys..... | Coleman | Whitehead, Gabe..... | Gonzales |
| McGaughy, Non Douglas..... | Hays | Williams, Edgar C..... | Hays |
| McLane, Josephine..... | Wilson | Wilson, Lela..... | Bell |
| Machen, Mrs. J. O..... | Jim Wells | Wilson, Thomas..... | Rogers |
| Marshall, Irene..... | Llano | Wimberley, David..... | Hays |
| Martin, James..... | Hill | Womack, Adele..... | Hays |
| Mathis, Ola..... | Lee | Wood, Louise..... | Caldwell |
| Milligan, Claude..... | Hays | Wren, Jamie..... | Bell |
| Mitchell, Thelma..... | Runnels | | |

FRESHMAN

| | | | |
|----------------------------|-----------|---------------------------------|-----------|
| Atkinson, Hugh E..... | Jim Wells | Ingram, Sibyl..... | Hays |
| Autrey, Pearl..... | Bandera | Ivey, Frank E..... | Hays |
| Avey, William..... | Hays | Jolly, John C..... | Hays |
| Baker, Rachel..... | Guadalupe | Jordan, Freda..... | Hays |
| Biggs, James..... | Hays | Kallus, Adele..... | Fayette |
| Box, James E..... | Llano | Kopulos, Gregory..... | Hays |
| Briggs, Mamie Sue..... | Frio | Lea, Bess..... | Gonzales |
| Bryan, Mattie Blanche..... | Hays | Leach, Mattie..... | Brown |
| Byars, Gussie..... | Brazos | Long, Mrs. Loretta..... | Hays |
| Bragg, Thelma..... | Hays | McClenny, Lena..... | Runnels |
| Clark, Lucy..... | Hays | Meiners, Louise..... | Lavaca |
| Cleveland, Annie..... | Orange | McDonald, Ellon..... | Atascosa |
| Cole, S. L..... | Angelina | Mobley, Tom R..... | Bastrop |
| Cox, Ural..... | Bell | Moon, Opal..... | Medina |
| Crabill, Faith..... | Hays | Newton, Eura..... | Hays |
| Crabill, Mrs. Omar J..... | Hays | Oney, Mary..... | Coryell |
| Cole, Willie..... | Cooke | Padgett, Kathryn..... | Bandera |
| Cox, Millie..... | Bell | Parker, Martha..... | Fayette |
| Danchak, Edward..... | Ft. Bend | Parker, Sable..... | Bell |
| Davis, Susie..... | Bandera | Parris, H. J..... | Hays |
| Dark, Melba..... | Runnels | Phillips, Lottie Mae..... | Austin |
| Denkler, Mary Lucy..... | Fayette | Polinsky, William..... | Wharton |
| Dobie, Myrtle..... | Live Oak | Renfro, J. R..... | Angelina |
| Dowell, Una..... | Burleson | Reuser, Frances..... | DeWitt |
| Finfrock, Mildred M..... | Harris | Ricketson, Olga..... | Llano |
| Flournoy, Cherrie..... | Oklahoma | Rickertson, Olga..... | Llano |
| Fore, Hester..... | Hays | Ross, Edward..... | Montague |
| Gary, Bessie..... | Hays | Servoss, Aileen..... | Hays |
| Germany, Elizabeth..... | McCulloch | Sherrell, Dudley..... | Hays |
| Grayson, Florine..... | Freestone | Sherrell, Mrs. Eva Lillian..... | Hays |
| Green, Claire..... | Bexar | Smith, Marian..... | Johnson |
| Hamilton, J. M..... | Milam | Summers, Mildred..... | Jackson |
| Harmon, Davis..... | Hays | Swift, Merton..... | Hays |
| Harmon, Dilla Mae..... | Hays | Walker, Margaret..... | McLennan |
| Hayes, Bernice..... | Hays | Whatley, Maydelle..... | Grimes |
| Hilmers, Martha..... | De Witt | Williams, Burleson..... | Hays |
| Hooker, Hall..... | Mitchell | Williams, Irene..... | Matagorda |
| Hopson, Herschel..... | Hays | Woodson, Martha..... | Hays |
| Hurley, Alice..... | Atascosa | Wren, Maxine..... | Caldwell |

SUMMARY

ENROLLMENT 1919-1920

| | | | | | |
|-----------------|-------|-------|------------|-------|-------|
| College Seniors | Boys | 2 | Juniors | Boys | 48 |
| College Seniors | Girls | 2 | Juniors | Girls | 142 |
| | | <hr/> | | | <hr/> |
| | | 4 | | | 190 |
| College Juniors | Boys | 9 | Sophomores | Boys | 56 |
| College Juniors | Girls | 7 | Sophomores | Girls | 132 |
| | | <hr/> | | | <hr/> |
| | | 16 | | | 188 |
| Seniors | Boys | 17 | Freshmen | Boys | 22 |
| Seniors | Girls | 75 | Freshmen | Girls | 56 |
| | | <hr/> | | | <hr/> |
| | | 92 | | | 78 |
| | | | Total | Boys | 154 |
| | | | Total | Girls | 413 |
| | | | | | <hr/> |
| | | | | | 567 |

UNIVERSITY OF ILLINOIS-URBANA



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